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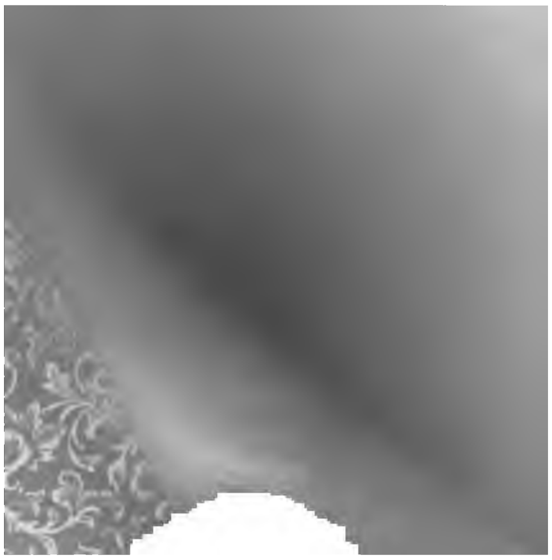

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1897.

QUEENSLAND.

TWENTY-FIRST REPORT

OF THE

SECRETARY FOR PUBLIC INSTRUCTION,

FOR THE YEAR

1896.

PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND.

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TWENTY-FIRST REPORT OF THE SECRETARY FOR PUBLIC INSTRUCTION IN QUEENSLAND, BEING THE REPORT FOR THE YEAR ENDING 31ST DECEMBER, 1896.

To His Excellency The Right Honourable CHARLES WALLACE ALEXANDER NAPIER, Baron Lamington of Lamington, in the county of Lanark, in the Peerage of the United Kingdom, Knight Commander of the Most Distinguished Order of St. Michael and St. George, Governor and Commander-in-Chief of the Colony of Queensland and its Dependencies.

SIR,—I have the honour to submit to Your Excellency the Report of the Department of Public Instruction for the year 1896.

GENERAL.

Contents.

1. This Report with its Appendices deals with the educational work carried on under the provisions of "*The State Education Act of* 1875." It also contains certain particulars respecting State aid to the following:—Secondary education in the form of grants to Grammar schools, scholarships to Grammar schools, and exhibitions to Universities; The Museum; and the Orphanages.

Conference of inspectors.

2. A conference of inspectors was held in the midwinter vacation week. Numerous questions were discussed, and such of the recommendations of the conference as received the approval of the Government will be embodied in a fresh issue of the Regulations in 1897. The principal changes are a fresh distribution of work in the various classes, and the granting of a fixed salary to pupil-teachers on probation.

Additional emoluments of 1892 partly restored.

3. The scale of "additional emoluments" to head-teachers which came into force from 1st January, 1892, was reduced by one-third from 1st July, 1893. From 1st July, 1896, Parliament having voted the necessary funds, I was able to restore to teachers the half of this reduction; so that, at present, the teachers receive five-sixths of the "additional emoluments" paid prior to July, 1893.

Reports on superior State schools.

4. On the 30th July, 1896, the Legislative Assembly passed the following resolution:—"That in the opinion of this House it is desirable that Reports should be obtained and presented to Parliament from the Under Secretary and the General Inspector for Public Instruction as to the advisability and desirability of amending '*The State Education Act of* 1875,' so as to incorporate therein the provisions of '*The Public Instruction Act of* 1880' of New South Wales relating to superior State schools." Reports by Mr. Anderson and Mr. Ewart were laid on the table of the House on the 20th October accordingly, and appear as an appendix to this Report.

Usual growth.

5. In the nature of the case, the operations of a Department that has administered the Education Act of 1875 for over twenty years can now present little variety from year to year. The records for 1896 show the usual increase of schools and pupils, and consequently of expenditure, while the results of the teaching are, I believe, steadily improving. Two items in this Report invite special attention—the great increase in the average daily attendance of pupils and the reduction in the cost per head of each child taught. The average daily attendance in 1896 was 6,046 more than in 1895. This is the largest annual increase recorded in the annals of the Department. The whole cost of Primary Education divided by the average number of scholars in daily attendance gives £3 10s. 8¾d. as the cost per head. This sum is 6s. per head lower than the corresponding rate of last year, and it is lower than the rate for any previous year. This reduction will not be permanent however, for the great increase in the attendance during 1896 made it necessary to increase the teaching staff by [illegible]ting a large number of pupil-teachers on probation, whose salarie[illegible] increase from year to year; also, the expenditure in [illegible]lings, which was kept very low, must in futu[illegible]

Large increase in attendance. Small cost per head.

Cause of decrease in cost per head.

New State schools.

6. Only three new State schools were opened during 1896—namely, Crescent Lagoon (near Rockhampton), Wynnum, and Eight-mile Plains. The old and dilapidated school buildings at Laidley South were superseded by new premises erected about two miles to the south of the former site. Particulars of the cost of the buildings will be found in Table G appended to this Report.

Additions to State schools.

7. Besides the numerous small repairs and additions to school furniture, important additions, repairs, and improvements were made at forty-one existing State schools. Particulars respecting each of these works are given in Table I. appended to this Report.

Increase in accommodation in State schools.

8. The amount of accommodation in the State schools of the Colony was increased by 7,427 square feet during the year 1896. Of this increase 2,340 square feet was furnished by the new schools at Wynnum, Crescent Lagoon, and Eight-mile Plains; 5,087 square feet by additions to existing schools at Croydon, Fortitude Valley, Junction Park, Bundaberg East, Goodna, and Indooroopilly Pocket. Allowing 8 square feet of floor space for each child, provision was made for an increase of 928 pupils. The actual increase in the average attendance at the State schools was 4,863.

Total accommodation in State schools.

9. At the end of the year the total floor space in the State schools was 462,476 square feet, exclusive of verandahs; and allowing 8 square feet for each child, the accommodation was enough for 57,809 pupils. The average attendance at those schools for the year 1896 was 46,087.

New provisional schools.

10. Thirty-five new provisional schools were opened during the year. They were situated as follows:—In Moreton District: Blackbutt, Charlwood, Currumbin Creek, Fairney View, Grantham Scrub, Gregor's Creek, Mount Forbes, and Razorback; in Darling Downs and Western Districts: Annievale, Beranga Bridge, Bergen, Brigalow Gully, Columboola, Mulga, Poybah, Prestons, Retreat, and West Haldon; in Wide Bay and Burnett Districts: Bidwell, Duingal, Givelda, Kalbar, Kannagan, Kingbombie, Pie Creek, Rosedale, and Traveston Siding; in the Central Districts: Alligator Creek, Pleystowe, and Scrubby Mount; in the Northern Districts: Dungeness, Evelyn Scrub, Freshwater, Golden Gate, and Horn Island.

Re-opened.

11. Three provisional schools which had been closed for some time were re-opened, namely, Kington near Rockhampton, Mount Shamrock in the Burnett District, and West Prairie in the Darling Downs District.

Schools closed.

12. Six provisional schools were closed on account of insufficient attendance, namely, Apple Forest near Leyburn, Bajool near Rockhampton, Broughton Road near Charters Towers, Cressbrook on the Upper Brisbane River, Grass Tree near Mackay, and Inskip Point at the entrance to Wide Bay.

13. A State school took the place of the provisional school at Eight-mile Plains, near Brisbane. The State school at Kamerunga, near Cairns, was closed on account of insufficient attendance, but was replaced by the new provisional school at Freshwater, on the Cairns-Herberton Railway.

State schools applied for.

14. Nineteen applications for the establishment of new State schools were received and dealt with. At the end of the year 11 of these applications had been approved, and preliminary action taken to establish the State schools. In the case of the other 8 applications, action was postponed pending further proof that the attendance at the existing provisional schools would be sufficient to warrant a State school. Particulars respecting each of these applications are given in Table H appended to this Report.

Provisional schools applied for.

15. Fifty-seven applications for the establishment of new provisional schools were received and dealt with. At the end of the year 34 of these applications had been approved and preliminary action taken to establish the schools, 9 of the applications were not approved, and 14 were in abeyance pending further information. The action taken with regard to each of these applications is specified in Table H appended to this Report.

SCHOOLS IN OPERATION IN 1896.

Number of schools at the end of the year.

16. At the end of the year there were in operation 763 schools, comprising 385 State and 374 provisional, together with 4 special schools—namely, the Reformatory school for boys at Lytton, and the schools for aboriginals at Myora near Dunwich, Deebing Creek near Ipswich, and Murray Island in Torres Straits. There was a net increase of 33 schools for the year.

During the year.

17. The total number of schools open during some part of the year was 772.

Classification of schools.

18. The tabular statement below shows the classification of the schools open at the end of the year, and compares it with that of the previous year :—

CLASS OF SCHOOL.	AVERAGE ATTENDANCE.	NO. OF SCHOOLS IN 1896.	NO. OF SCHOOLS IN 1895.
State Schools—			
I.	Over 800	1	1
II.	601 to 800	0	1
III.	401 to 600	12	12
IV.	281 to 400	23	24
V.	161 to 280	45	46
VI.	81 to 160	70	70
VII.	41 to 80	125	131
VIII.	30 to 40	49	48
Unclassified	Less than 30	60	50
Provisional—*Ordinary Schools*—			
I.	More than 20	168	95
II.	12 to 20	167	219
Provisional—*Special Schools*—			
Full-time	Less than 12	35	24
Half-time	„ „ 12	4	6
Schools at Benevolent Establishments	...	4	3
		763	730

Overgrown provisional schools.

19. The Regulations provide for a State school being established when the permanent average daily attendance reaches 30 pupils, but no less than 64 of the provisional schools had an average daily attendance for the year sufficient to justify the establishment of a State school. One of them (Mareeba, a railway terminus) had the large average daily attendance of 126, Apple-Tree Creek had 80, and Wilsonton 72. Nine provisional schools had an average daily attendance between 50 and 70, and at 52 others the average daily attendance was between 30 and 50. The difficulty which the promoters of schools find in raising one-fifth of the cost of State schools before the work can proceed explains the delay in the substitution of State schools for overgrown provisional schools. The facts appear to indicate that the local ability or willingness to provide school accommodation suitable in amount and kind does not keep pace with the increase of population. The greatly enlarged number of provisional schools with a daily average of over 20 pupils is noteworthy. Of these there were 168 in 1896 against 95 in 1895.

Half-time schools.

20. Two pairs of half-time schools were in operation during the year, namely, Pikedale No. 1 and 2, and Nellybri with Retreat.

21. Tables A, B, and C, appended to this Report, give full particulars respecting the schools in operation during the year 1896.

ATTENDANCE OF CHILDREN.

Enrolment.

22. For 1896 the gross enrolment was 77,317 in the State and 13,463 in the provisional schools, making a total of 90,780. The net enrolment (or number of distinct children on the rolls) was 81,754, showing an increase of 7,212 on the net enrolment for 1895.

Average daily attendance.

23. The average daily attendance was 46,087 in the State and 8,229 in the provisional schools—total 54,316, showing an increase of 6,046 on the average daily attendance for 1895.

Neglected children.

24. The annual returns from head teachers for the year 1896 show a total of 1,703 children (969 boys and 734 girls) between the ages of six and fifteen, who, though living within reach of a school, are not educated up to the standard of education, and are not attending any school. Of these, 956 are between the ages of six and twelve, and 747 are over twelve. The total number of neglected children thus reported is less by 216 than it was in 1895.

Partially neglected children.

25. The number of children reported as not attending school the minimum number of days required by the Education Act—that is to say 60 in the half-year—was 9,811 in the half-year ending June, and 8,620 in the half-year ending December. Comparing these numbers with the corresponding ones for 1895, we find an increase of 1,585 defaulters in the first half-year, and 319 in the second half-year.

TEACHERS EMPLOYED.

Number of teachers.

26. At the end of 1896 the total number of teachers employed was 1,715, an increase for the year of 181 teachers. The tabular statement following gives the numbers in detail, the *minus* sign indicating a decrease :—

STATUS OF TEACHERS.	1896.			1895.			INCREASE OR DECREASE.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Classified	460	416	876	466	418	884	— 6	— 2	— 8
Unclassified	197	271	468	182	240	422	15	31	46
Pupil-teachers	141	230	371	81	147	228	60	83	143
TOTALS	798	917	1,715	729	805	1,534	69	112	181

Average number of pupils taught by each teacher.

27. Dividing the average daily attendance as given in Table C by the number of teachers given in the same table, we find that during the year 1896 the average number of pupils taught by each teacher was 34·7 in the State schools, 21·2 in the provisional schools, and 31·6 for all the schools. The corresponding numbers for 1895 were 34·8, 20·2, and 31·4. Again, dividing the increase in the average daily attendance (6,046) by the increase in the number of teachers (181) we find the average number of pupils for each teacher appointed to be 33·4.

Number of teachers in State and in provisional schools respectively.

28. The following is a comparative view of the number of teachers employed in the State and the provisional schools, respectively, at the end of 1896 :—

STATUS OF TEACHERS.	IN STATE SCHOOLS 77·5 PER CENT.			IN PROVISIONAL SCHOOLS 22·5 PER CENT.		
	Males.	Females.	Total.	Males.	Females.	Total.
Classified	460	416	876	0	0	0
Unclassified*	56	26	82	141	245	386
Pupil-teachers	141	230	371	0	0	0
TOTALS	653	672	1,329	141	245	386

* Including 63 teachers eligible for classification when their services are required in classified State schools.

Status of teachers.

29. From Table F we learn that of the entire teaching staff of the colony at the end of 1896, 51·1 per cent. were classified, 27·3 per cent. were unclassified, and 21·6 per cent. were pupil-teachers. The number of classified teachers in each rank and the number of pupil-teachers in each class at the end of the year are shown in the condensed statement below :—

SEX.	CLASSIFIED TEACHERS.				PUPIL-TEACHERS.					
	Class I.	Class II.	Class III.	Total.	Fourth Class (Highest).	Third Class.	Second Class.	First Class.	On Probation.	Total.
Male	18	173	269	460	6	11	14	35	75	141
Female	1	33	382	416	16	11	30	36	137	230
TOTALS	19	206	651	876	22	22	44	71	212	371
Increase for 1896 ...	...	...	...	...	...	...	24	25	98	143
Decrease for 1896 ...	...	5	3	8	...	4	...	...	...	...

Promotion of teachers.

30. Of the 876 classified teachers 101 received promotion in classification—7 from class to class by examination, and 94 from division to division as a reward for meritorious service. Of the unclassified teachers 42 received promotion into Class III.—the lowest rank of classified teachers. Of the 371 pupil-teachers 151 received promotion in the ordinary course of their apprenticeship.

Consequent expenditure.

31. Excluding the increments to pupil-teachers (£2,120) the increased annual expenditure consequent on these promotions was £1,274, dating from 1st July, 1896, when the financial year begins.

Particulars.

32. Particulars respecting the promotions made in 1896 appear in the following tables :—

PROMOTIONS FROM CLASS TO CLASS BY EXAMINATION.

Nature of Promotion.	Males.	Females.	Total.	Increased Expenditure.
				£
From Class II. to Class I.	2	0	2	24
From Class III. to Class II.	4	1	5	90
Into Class III.	16	26	42	32
From P.T. 3 to P.T. 4	6	15	21	315
From P.T. 2 to P.T. 3	10	9	19	190
From P.T. 1 to P.T. 2	14	30	44	290
From P.T. 0 to P.T. 1	32	35	67	1,325
TOTALS	84	116	200	2,266

PROMOTIONS FROM DIVISION TO DIVISION FOR MERITORIOUS SERVICE.

Nature of Promotion.	Males.	Females.	Total.	Increased Expenditure.
				£
From Class II. Division 2 to Class II. Division 1	10	0	10	120
From Class II. Division 3 to Class II. Division 2	5	3	8	96
From Class III. Division 2 to Class III. Division 1	7	7	14	168
From Class III. Division 3 to Class III. Division 2	30	32	62	744
TOTALS	52	42	94	1,128

Left the service in 1896.

33. The number of teachers who left the service during the year was—males, 41; females, 103; total, 144. This includes the teachers whose services terminated on 31st December. The corresponding number for 1895 was 170. The tabular statement below gives the status and sex of the teachers who left in 1896 :—

STATUS.	LEFT THE SERVICE IN 1896.		
	Males.	Females.	Total.
Teacher, Class I.	2	0	2
„ „ II.	0	0	0
„ „ III.	5	18	23
Teacher, Unclassified	2	3	5
Teacher of a Provisional School	12	35	47
Pupil-Teacher of the Fourth Class	0	16	16
„ „ Third Class	0	0	0
„ „ Second Class	2	1	3
„ „ First Class	4	0	4
„ on Probation	14	30	44
TOTALS	41	103	144

Reasons for leaving the service.

34. An analysis of the reasons assigned for leaving the service gives the following results :—

REASON ASSIGNED.	NUMBER OF TEACHERS.		
	Males.	Females.	Total.
Services dispensed with—			
For failure to pass examinations (pupil-teachers)	5	23	28
For inefficient service	9	8	17
Services no longer required*	0	20	20
For serious offences	7	0	7
Resigned—			
To follow other occupations or to perform household duties	13	17	30
To be married	0	22	22
On account of failing health	4	9	13
Died	3	4	7
TOTALS	41	103	144

* These comprised pupil-teachers who had completed their pupilage. They were re-employed as teachers early in 1897.

Annual examinations, December, 189 .

35. The annual general examination of teachers throughout the colony was held in December. There were 38 examining centres, of which 10 were in charge of the district inspectors, and 28 in charge of the local police magistrates (or their deputies) assisted by school committees. The number of examinees was 535, which was 136 more than the number of those who sat in 1895. This includes 75 examinees who were employed in Roman Catholic schools. Details of the examination are given in the following table :—

For Promotion to the Status of—	Males.		Females.		Total.		Percentage of Passes, 1896.	Percentage of Passes, 1895.
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.		
Pupil-Teacher of the First Class	64	62	152	138	216	200	92·6	60·5
„ „ Second Class	45	45	62	59	107	104	97·2	85·9
„ „ Third Class	15	15	36	36	51	51	100	87·1
„ „ Fourth Class	11	11	20	19	31	30	96·8	87·1
Teacher—Class III.	23	8	38	27	61	35	57·4	45
„ „ II.	46	3	15	2	61	*5		
„ „ I.	8	0	0	0	8	*0		
Totals	212	144	323	281	535	425		

* The examination for Class II. and Class I. may be taken by instalments from year to year, and generally are so taken. The passes here recorded are for the completed examinations only.

INSPECTIONS.

Schools inspected.

36. The total number of inspections accomplished by the 10 district inspectors (exclusive of incidental visits and special inquiries) was 823, of which 804 were detailed inspections and 19 were supplementary inspections of schools which had been examined in detail at an earlier period of the year. From unavoidable causes twenty-seven of the schools open at some time during the year were not inspected. Forty-nine detailed inspections were made of Roman Catholic and other schools not under the control of the Department.

Staff inadequat .

37. The pressure of work in the General Inspector's office was such that he was not able to visit any schools during the year. The district inspectors were fully occupied all the year, and yet 27 schools had to go without inspection, while the number of second inspections was only 19. In 1895 only 8 schools were omitted, while the second inspections amounted to 152. It is clear that the present staff is numerically inadequate for the complete and satisfactory inspection of the schools, and arrangements have been made for the appointment of an additional inspector from the beginning of 1897.

The Annual General Reports of the inspectors are appended.

EXPENDITURE.

On Primary, Secondary, and Technical Education

38. The expenditure on Primary Education was £192,074 17s. On Grammar Schools and University Education it was £13,713 11s. 9d. On Technical Education, the Museum, and Schools of Arts it was £5,974 14s. 1d. The whole sum spent on Education was £211,763 2s. 10d., being £7,502 13s. 5d. more than was spent in 1895.

Compared with 1895.

39. In the following tabular statement the gross departmental expenditure in 1896 is compared in detail with that in 1895 :—

Branches of Expenditure.	1896.			1895.			Difference.			
	£	s.	d.	£	s.	d.		£	s.	d.
1. Primary Education	192,074	17	0	185,303	14	10	Increase	6,771	2	2
2. Scholarships and Exhibitions	3,713	11	9	3,348	5	6	Increase	365	6	3
3. Endowments to Grammar Schools	10,000	0	0	10,000	0	0	Nil.			
4. Museum and Technical Education	3,442	13	10	3,018	12	10	Increase	424	1	0
5. Schools of Arts—Grants in Aid	2,532	0	3	2,589	16	3	Decrease	57	16	0
	211,763	2	10	204,260	9	5	Increase	7,502	13	5

Items of increase.

40. In the following tabular statement is given an analysis of the increase in the expenditure on Primary Education alone :—

Nature of Increase.	Amount. £ s. d.
Salaries and allowances of teachers ...	6,005 1 2
Administration ...	509 8 5
School cleaning and incidentals ...	474 0 6
Inspection ...	193 14 7
School requisites ...	32 16 2
Total of increases ...	7,215 0 10
Deduct decrease in expenditure on Provisional school buildings ...	443 18 8
Net increase in expenditure on Primary Education ...	6,771 2 2

Cost of State and provisional schools.

41. Of £192,074 17s., the total cost of Primary Education, £156,181 12s. 8d., must be charged to the State schools, and £35,893 4s. 4d. to the provisional schools.

Administration.

42. The cost of administration was £5,162 3s. 4d., or about 2·4 per cent. of the gross departmental expenditure.

Inspection.

43. The cost of inspection was £5,910 18s. 2d., or a little over 3 per cent. of the expenditure on Primary Education alone.

Cost per head in State schools.

44. In State schools the average cost per head during the twenty-one years ending 31st December, 1896, was as follows :—

Year.	(A) INCLUDING THE TOTAL EXPENDITURE FOR THE YEAR IN CONNECTION WITH STATE SCHOOLS. Based on the Annual Enrolment. £ s. d.			(B) INCLUDING TEACHERS' SALARIES AND ALLOWANCES AND INCIDENTAL EXPENDITURE ONLY. Based on the Annual Enrolment. £ s. d.		
	Based on the Annual Enrolment. £ s. d.	Based on the Mean Quarterly Enrolment. £ s. d.	Based on the Average Daily Attendance. £ s. d.	Based on the Annual Enrolment. £ s. d.	Based on the Mean Quarterly Enrolment. £ s. d.	Based on the Average Daily Attendance. £ s. d.
1876 ...	2 11 10	3 4 10	5 3 4	1 17 11	2 10 8	4 0 8
1877 ...	2 14 8½	3 13 1	5 6 7½	1 17 11½	2 10 8½	3 13 11¾
1878 ...	2 15 8¼	3 14 2¾	5 9 3	1 19 2¾	2 12 3¼	3 16 11¼
1879 ...	2 15 7½	3 12 11¼	5 8 0¼	2 2 4¼	2 15 6¼	4 2 3
1880 ...	2 17 1½	3 13 8¼	5 4 3¼	2 3 8½	2 16 4¾	3 19 9½
1881 ...	2 15 10	3 13 1¼	5 4 0	2 3 2¾	2 16 7	4 0 5¾
1882 ...	2 15 4½	3 13 0¼	5 7 8¼	2 2 9¾	2 16 5½	4 3 3¼
1883 ...	2 18 3¾	3 18 2	5 11 9¾	1 19 7¾	2 13 0	3 15 10
1884 ...	2 19 2¾	3 18 3¾	5 12 2½	1 19 5	2 12 1½	3 14 8¼
1885 ...	3 3 6½	4 3 6¼	5 18 1¼	2 4 8¼	2 18 8¾	4 3 0½
1886 ...	3 2 7½	4 1 10	5 15 4½	2 4 7¼	2 17 11¼	4 2 2¼
1887 ...	3 1 3½	3 19 9½	5 11 8	2 4 7¾	2 18 1½	4 1 4½
1888 ...	2 17 2½	3 13 7	5 0 9½	2 4 9¼	2 17 8¼	3 18 10½
1889 ...	2 19 10	3 17 0¾	5 6 6	2 4 3¾	2 17 2¾	3 18 10¼
1890 ...	3 1 11	3 19 3¾	5 11 10	2 6 3¼	2 19 3	4 3 6¾
1891 ...	2 17 11¼	3 14 0¾	4 19 10	2 6 2½	2 19 1	3 19 7½
1892 ...	2 13 10¾	3 8 4½	4 12 11	2 7 2	2 19 10	4 1 3½
1893 ...	2 8 7	3 0 5	4 6 7½	2 3 5¾	2 12 7¼	3 17 6¼
1894 ...	2 5 3¼	2 16 5¾	3 16 5¼	2 2 10	2 13 5	3 12 3½
1895 ...	2 2 8¼	2 15 1½	3 13 8½	2 0 1¼	2 11 10	3 9 3¼
1896 ...	2 0 6	2 11 0	3 7 9¼	1 17 10¾	2 7 11	3 3 6¾

Cost per head in provisional schools.

45. In provisional schools the average cost per head during the twenty-one years ending 31st December, 1896, was as follows :—

Year.	Based on the Annual Enrolment. £ s. d.	Based on the Mean Quarterly Enrolment. £ s. d.	Based on the Average Daily Attendance. £ s. d.	Year.	Based on the Annual Enrolment. £ s. d.	Based on the Mean Quarterly Enrolment. £ s. d.	Based on the Average Daily Attendance. £ s. d.
1876 ...	1 11 4	2 3 4	3 8 3	1887 ...	2 6 2	2 15 1	3 16 10¾
1877 ...	1 16 9	2 4 7½	3 4 8	1888 ...	2 7 8¾	2 16 10¾	3 17 4¼
1878 ...	2 1 1½	2 9 11	3 12 4¾	1889 ...	2 7 1	2 17 10	4 0 7¾
1879 ...	2 4 4¾	2 16 4	4 4 2¾	1890 ...	2 5 11¼	2 15 9	3 19 1½
1880 ...	2 1 1¾	2 11 4¼	3 12 7¾	1891 ...	2 7 7½	2 16 6	3 18 10½
1881 ...	2 3 6½	2 13 11¼	3 17 1¼	1892 ...	3 2 7½	3 15 1½	5 4 4¼
1882 ...	2 0 2¾	2 10 10¾	3 13 2½	1893 ...	2 17 4½	3 7 8	4 14 8
1883 ...	1 18 0	2 8 3¼	3 9 9	1894 ...	2 14 5	3 5 3¼	4 10 10
1884 ...	1 19 8¾	2 10 5¼	3 12 4½	1895 ...	2 17 6	3 9 9¾	4 14 9¼
1885 ...	2 5 4¾	2 17 5	4 2 2¾	1896 ...	2 13 3¾	3 3 3	4 7 2¾
1886 ...	2 6 9¼	2 16 3½	4 0 0¼				

Cost per head in all schools based on average attendance.

46. For all schools—State and provisional—the total expenditure on Primary Education, £192,074 17s., divided by the average daily attendance, 54,316, gives £3 10s. 8¾d. as the average cost of each pupil in attendance all over the service. In 1895 it was £3 16s. 9¼d.

Cost per head in all schools based on net enrolment.

47. For all schools—State and provisional—the total expenditure on primary education, £192,074 17s., divided by the net enrolment, 81,754, gives £2 6s. 11¾d. as the average cost of each child who claimed the right to instruction during the year 1896. In 1895 it was £2 9s. 8½d.

Local subscriptions received in 1896.

48. The local contributions towards the cost of State school buildings received during the year 1896 amounted to £2,905 6s. 2d. A statement of the local subscription account is given in Table M appended to this Report.

GRAMMAR SCHOOL SCHOLARSHIPS.

Candidates examined.

49. At the Annual Examinations held in December, 1896, 68 schools sent up 188 boys, and 39 schools sent up 91 girls, to compete for Grammar School Scholarships. Of these candidates, 95 boys and 33 girls were successful in obtaining scholarships. In the following tabular summary the numbers for 1896 are compared with those for 1895:—

COMPETITORS.	1896.			1895.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Schools—number competing	68	39	107	60	33	93
„ „ successful	41	15	56	33	19	52
Pupils „ competing	188	91	279	171	79	250
„ „ successful	95	33	128	94	34	128

Scholarship holders, how allotted.

50. The 128 scholarships granted were allotted to the several Grammar Schools as follows:—

To Brisbane,	50 boys and	16 girls	... ...	66
„ Maryborough	8 „	6 „	... ...	14
„ Ipswich	8 „	6 „	... ...	14
„ Townsville	8 „	2 „	... ...	10
„ Rockhampton	11 „	3 „	... ...	14
„ Toowoomba	10 „	0 „	... ...	10

State scholars in Grammar Schools at the end of 1896.

51. The total number of State scholars attending Grammar Schools during the last quarter of the year was 231, of whom 169 were boys and 62 girls, as tabulated below:—

GRAMMAR SCHOOLS FOR BOYS.		GRAMMAR SCHOOLS FOR GIRLS.	
Brisbane	100	Brisbane	40
Ipswich	18	Ipswich	5
Rockhampton	8	Rockhampton	4
Maryborough	16	Maryborough	10
Townsville	*19		
Toowoomba	11		
TOTAL	172	TOTAL	59

* Three of these were girls.

Conduct and progress of State scholars.

52. With rare exceptions the quarterly reports from the heads of the Grammar Schools on the attendance, conduct, and progress of the State scholars were satisfactory.

EXHIBITIONS TO UNIVERSITIES.

Nine competitors.

53. The usual examination for Exhibitions to Universities to be awarded to pupils of Grammar Schools was held in November, 1896, when 9 candidates presented themselves—3 from Brisbane, 3 from Ipswich, 2 from Toowoomba, and 1 from Maryborough. Three of these candidates showed sufficient merit to entitle them to the award of an exhibition, two of them being pupils of the Brisbane Grammar School and one a pupil of the Toowoomba Grammar School. Two of the three had been holders of Grammar School scholarships from the State schools. For the first time since 1878, when these exhibitions were instituted, a female candidate entered as a competitor. She was successful in obtaining an exhibition, taking first place in the competition.

Number won by State schools.

54. Of the 57 exhibitions granted from the year 1878, when they were first established, to 1896, 42 have been gained by students who had previously won scholarships from the State schools.

ORPHANAGES.

Report of Inspector.

55. The Inspector of Orphanages has furnished a separate report of the operations of the Department in connection with the State and licensed orphanages. At the end of the year there were 1,628 children under the control of the State—an increase of 9 for the year. The expenditure for 1896 amounted to £21,780 5s. 6d.—an increase of £338 12s. 3d. on the expenditure for the preceding year.

Distribution of orphans.

56. The distribution of the children is shown in the following table :—

——	Inmates.	Boarded Out.	Hired Out, Apprenticed, or Adopted.	At Hospital.	Total.
Diamantina Orphanage and Receiving Depôt ...	11	384	144	...	539
St. Vincent's, Nudgee	403	4	90	...	497
Infants' Home, Brisbane	10	...	...	...	10
Rockhampton Orphanage...	16	48	41	...	105
Meteor Park (Central Railway)	192	...	77	1	270
Townsville Orphanage	93	1	70	...	164
Nundah Training Home	26	...	...	...	26
Holy Cross Retreat, Wooloowin	17	...	...	...	17
	768	437	422	1	1,628

57. It is with much regret that I have to mention the death of Mr. Horrocks, the Inspector of Orphanages, in October. Mr. Horrocks entered upon his office in 1884, and during the twelve years of his service he was unremitting in his attention to his duties and zealous in the discharge of them.

THE MUSEUM.

58. From the report of the trustees of the Museum it appears that the number of visitors during 1896 was 60,331—viz., 43,524 on week days and 16,807 on Sundays. This is an increase of 5,665 on the number recorded for the previous year. The Museum was open on 266 week days and 52 Sundays; and the average number of visitors per day was 190. The total expenditure on the Museum was £783 4s. 8d., showing an increase of £49 19s. 10d. on the expenditure for 1895.

APPENDICES.

Tables.

59. The tables which follow this Report show in detail the operations of the Department during the year.

The following is a list of the Appendices :—

Reports.

Report of the General Inspector.

Reports of the District Inspectors.

Report on the system of superior schools, New South Wales.

Examination papers.

Examination papers given in December, 1896, to candidates for Grammar School Scholarships, and to teachers and pupil-teachers.

[L.S.]

D. H. DALRYMPLE.

Department of Public Instruction,
3rd May, 1897.

STATISTICAL TABLES.

Table A.

COMPARATIVE VIEW of PRIMARY SCHOOL OPERATIONS during TWENTY successive YEARS, 1877–96.

YEAR.	NUMBER OF SCHOOL DEPARTMENTS.	NUMBER OF INSTRUCTORS.							ANNUAL ENROLMENT.			MEAN QUARTERLY ENROLMENT.			AVERAGE DAILY ATTENDANCE.									EXPENDITURE.	
		TEACHERS.				PUPIL TEACHERS.		TOTAL INSTRUCTORS.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	PERCENTAGE OF THE ANNUAL ENROLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLMENT.			SALARIES AND ALLOWANCES.	BUILDING, FURNISHING, RENT, AND REPAIRS.
		Males.		Females.																					
		Masters.	Assistants.	Mistresses	Assistants.	Males.	Females.											Boys.	Girls.	Total.	Boys.	Girls.	Total.	£ s. d.	£ s. d.
1877 ...	286	220	71	49	142	100	194	776	19,952	18,694	38,646	15,023	13,977	29,000	10,501	9,444	19,945	52·63	50·52	51·61	69·90	67·57	68·80	69,197 19 8	17,876 9 9
1878 ...	305	235	74	61	135	133	230	868	20,840	19,821	40,661	15,756	15,001	30,757	10,983	10,011	20,994	52·70	50·51	51·63	69·71	66·74	68·23	76,015 1 9	17,182 2 6
1879 ...	319	252	74	64	152	152	230	924	21,861	19,519	41,380	16,527	15,184	31,711	11,340	10,078	21,418	51·84	51·63	51·76	69·22	66·37	67·54	82,701 13 8	13,638 18 11
1880 ...	345	275	74	70	160	168	242	989	22,623	20,682	43,305	17,255	16,255	33,510	12,431	11,387	23,818	54·95	55·06	55·00	72·04	70·52	71·08	89,546 3 10	15,374 0 0
1881 ...	341	283	71	58	166	141	203	922	21,517	18,792	40,309	16,370	14,588	30,958	11,616	10,136	21,752	53·99	53·94	53·96	70·96	69·49	70·26	86,504 2 4	13,605 7 0
1882 ...	366	285	68	81	171	127	203	935	22,251	19,458	41,709	16,751	15,027	31,778	11,543	10,067	21,610	51·88	51·74	51·81	71·02	69·03	70·08	86,891 5 1	13,555 11 0
1883 ...	387	292	79	95	206	139	216	1,027	24,529	21,733	46,262	18,253	16,474	34,727	12,869	11,378	24,247	52·46	52·35	52·41	70·50	69·06	69·82	90,153 19 9	29,443 2 1
1884 ...	424	321	98	102	211	143	286	1,161	27,678	24,878	52,556	20,891	19,034	39,925	14,793	13,070	27,863	53·44	52·51	53·01	70·81	68·66	69·79	102,320 6 3	36,940 9 4
1885 ...	447	333	108	113	266	163	302	1,285	28,899	26,911	55,810	22,285	20,358	42,643	16,007	14,110	30,117	55·29	52·51	54·00	71·82	69·30	70·62	122,874 1 0	32,504 8 8
1886 ...	479	358	111	122	252	172	368	1,383	30,902	28,037	58,939	23,860	21,901	45,761	17,135	15,115	32,250	55·45	53·91	54·71	71·81	69·01	70·25	130,348 15 3	31,450 1 6
1887 ...	527	387	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,457	49,418	19,155	16,164	35,319	56·92	53·78	55·44	73·78	68·91	71·47	141,169 0 6	36,824 9 2
1888 ...	552	396	140	154	289	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269	20,585	18,341	38,926	58·04	56·81	57·31	74·37	71·66	73·07	151,830 10 6	24,158 7 8
1889 ...	584	422	145	158	332	135	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860	21,390	19,082	40,472	57·18	55·95	56·46	73·55	71·25	72·45	157,614 2 4	32,219 4 4
1890 ...	621	446	158	173	363	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640	21,712	19,124	40,836	56·05	55·36	55·72	71·24	69·67	70·84	167,138 17 10	35,430 16 8
1891 ...	639	450	157	185	407	92	213	1,504	40,232	36,905	77,137	31,882	29,080	60,962	23,815	21,189	45,004	59·19	57·41	58·34	74·69	72·89	73·82	175,875 6 1	28,148 17 3
1892 ...	657	455	171	198	437	83	154	1,498	41,382	37,507	78,889	32,628	30,035	62,663	24,268	21,707	45,975	58·64	52·45	58·26	74·37	66·53	73·36	187,964 4 0	11,225 15 7
1893 ...	691	477	185	208	442	60	113	1,485	41,037	37,293	78,330	33,178	30,286	63,464	23,539	20,893	44,432	57·36	56·02	55·46	70·94	68·98	70·01	175,478 18 6	11,608 5 2
1894 ...	698	466	182	230	431	52	109	1,470	39,977	36,062	76,039	31,988	29,239	61,227	23,828	21,222	45,050	59·71	58·93	59·34	74·49	72·58	73·58	166,941 6 10	6,596 1 1
1895 ...	738	472	177	255	403	81	147	1,535	43,428	39,409	82,837	33,881	30,809	64,690	25,542	22,728	48,270	58·81	57·67	58·27	75·39	73·77	74·61	172,934 9 7	13,099 12 4
1896 ...	772	478	179	284	404	141	231	1,717	47,505	43,272	90,780	37,772	34,724	72,496	28,618	25,698	54,316	60·24	59·38	59·83	75·76	74·00	74·92	179,202 0 5	14,232 9 7

NOTE.—After the 31st day of July, 1893, children under six years of age have not been admitted.

Table B.

SCHOOLS IN OPERATION, 1896.

—	At the Beginning of the Year.			Sometime During the Year.			At the Close of the Year.		
	1895.	1896.	Increase in 1896.	1895.	1896.	Increase in 1896.	1895.	1896.	Increase in 1896.
State Schools	380	380	0	384	386	2	383	385	2
Provisional Schools	315	315	0	351	382	31	344	374	30
Schools at Benevolent and Reformatory Establishments	3	3	0	3	4	1	3	4	1
TOTALS	698	698	0	738	772	34	730	763	33

Table C.

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1896.

Schools.	Attendance, 1896.									Staff of Instructors, 1896.							Expenditure, 1896.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
STATE SCHOOLS.																	£ s. d.	£ s. d.	
1. Albany Creek	24	15	39	18	13	31	13	11	24	1	...	...	...	...	...	1	104 12 9	1 11 0	
2. Alberton	34	57	91	29	47	76	21	35	56	1	...	...	...	...	1	2	193 19 4		
3. Aldershot	43	31	74	38	28	66	35	27	62	1	...	...	...	1	...	2	207 9 8	3 10 0	
4. Alfred	26	26	52	23	22	45	17	15	32	1	...	...	...	...	...	1	148 1 2	4 6 2	
5. Allora	142	145	287	120	122	242	94	97	191	1	...	...	2	1	1	5	443 3 0	162 0 0	
6. Alpha	77	59	136	68	50	118	53	36	89	1	...	...	1	...	1	3	274 5 6	33 12 0	
7. Aramac	38	49	87	32	36	68	25	26	51	1	...	...	...	...	1	2	239 4 1		
8. Ashgrove	91	58	149	62	46	108	48	28	76	1	...	...	1	...	...	2	324 2 0		
9. Ashwell	54	41	95	46	34	80	33	24	57	1	...	...	1	...	...	2	281 15 10		
10. Augathella	45	65	110	38	46	84	28	35	63	1	...	...	1	...	...	2	288 12 11	15 4 6	
11. Ayr	59	49	108	49	41	90	36	29	65	1	...	...	1	...	...	2	289 5 7	160 0 0	
12. Bald Hills	70	73	143	60	60	120	44	44	88	1	...	...	1	...	1	3	284 13 7	54 11 6	
13. Banana	25	22	47	24	20	44	20	18	38	1	...	...	...	...	...	1	156 17 0		
14. Barcaldine	158	150	308	118	115	233	88	87	175	1	2	...	1	...	1	5	795 7 7	6 0 0	
15. Barolin	73	68	141	60	52	112	45	41	86	1	...	...	1	1	...	3	339 15 6	3 12 0	
16. Beaudesert	86	83	169	63	68	131	42	47	89	1	...	...	...	1	1	3	280 19 8	1 1 6	
17. Beenleigh	177	147	324	147	126	273	104	86	190	1	...	...	2	2	1	6	548 12 2	0 8 6	
18. Belmont	17	16	33	16	15	31	11	9	20	1	...	...	...	...	...	1	94 9 7		
19. Biarra	36	20	56	30	17	47	24	12	36	1	...	...	...	...	...	1	159 4 10		
20. Blackall	114	115	229	90	90	180	65	68	133	1	1	...	1	...	1	4	624 2 11	28 10 0	
21. Black Jack	59	48	107	51	39	90	38	27	65	1	1	...	...	...	...	2	327 17 8		
22. Blackstone	90	76	166	77	66	143	66	51	117	1	...	...	2	...	...	3	361 13 10	0 17 6	
23. Blantyre	41	45	86	39	39	78	28	26	54	1	...	...	...	...	1	2	176 8 11		
24. Blenheim	57	55	112	51	48	99	33	31	64	1	...	...	...	...	2	3	227 16 4	36 9 6	
25. Bogantungan	42	39	81	34	33	67	29	26	55	1	...	...	...	...	1	2	220 15 11	33 0 0	
26. Boonah	135	127	262	102	98	200	77	72	149	1	1	...	2	...	...	4	455 12 11		
27. Boulia	11	15	26	7	12	19	4	10	14	1	...	...	...	...	...	1	152 11 8		
28. Bowen—Boys	132	...	132	107	...	107	82	...	82	1	1	...	...	...	...	2	633 6 0	1 4 6	
29. „ Girls and Infants	38	140	178	18	108	126	12	77	89	...	...	1	1	...	1	3			
Brisbane—																			
30. Bowen Bridge Road	489	515	1,004	400	409	809	310	302	612	1	3	...	6	2	3	15	1,420 16 11	7 4 0	
31. Breakfast Creek	204	172	376	153	131	284	111	91	202	1	...	...	3	2	...	6	684 1 9	3 5 0	
32. Central—Boys	1,593	...	1,593	1,264	...	1,264	1,023	...	1,023	1	15	...	...	9	...	25	4,728 7 0	281 16 0	
33. „ Girls	...	1,032	1,032	...	800	800	...	596	596	...	...	1	13	...	2	16		479 7 6	
34. „ Infants	142	136	278	88	89	177	63	61	124	...	...	1	1	...	2	4			
35. Dunellan	152	145	297	102	101	203	68	66	134	1	...	...	2	1	...	4	484 10 9	12 5 10	
36. Fortitude Valley—Boys	893	...	893	711	...	711	564	...	564	1	5	...	3	5	1	15	2,945 13 10	570 13 0	
37. „ Girls	...	761	761	...	581	581	...	415	415	...	...	1	8	...	3	12			
38. „ Infants	294	256	550	189	168	357	127	112	239	...	...	1	2	...	4	7			
39. Ithaca Creek	234	201	435	153	144	297	118	104	222	1	1	...	2	2	...	6	770 13 2	5 18 3	

40. Junction Park	467	372	839	370	308	678	306	242	548	1	2	...	7	2	2	14	1,235 7 9	351 12 0
41. Kangaroo Point—Boys	525	...	525	402	...	402	307	...	307	1	4	...	...	2	1	8	...	4 15 6
42. „ Girls	...	528	528	...	436	436	...	310	310	...	...	1	5	...	2	8	2,047 14 11	3 19 0
43. „ Infants	160	149	309	108	97	200	69	64	133	...	...	1	...	...	3	4		
44. Kelvin Grove Road—Boys	418	...	418	347	...	347	262	...	262	1	2	...	3	1	...	7	1,583 8 2	25 6 0
45. „ Girls and Infants ...	144	430	574	99	352	451	68	247	315	...	...	1	4	...	4	9		8 0 0
46. Leichhardt street—Boys	526	...	526	408	...	408	311	...	311	1	2	...	3	3	...	9	...	150 3 0
47. „ Girls	...	510	510	...	398	398	...	295	295	...	...	1	6	...	3	10	2,108 9 3	18 15 9
48. „ Infants	166	139	305	105	92	197	75	65	140	...	...	1	1	...	2	4		
49. Milton	496	494	990	403	388	791	293	258	551	1	4	...	5	2	3	15	1,454 0 5	131 19 0
50. Petrie Terrace—Boys	490	...	490	388	...	388	301	...	301	1	5	...	...	3	...	9	1,885 15 4	12 0 0
51. „ Girls and Infants	145	552	697	79	428	507	51	297	348	...	...	1	5	...	4	10		1 15 0
52. South Brisbane—Boys	304	...	304	289	...	289	218	...	218	1	2	...	2	2	...	7	1,723 12 11	9 16 6
53. „ Girls and Infants	152	503	655	98	387	485	64	279	343	...	...	1	4	...	4	9		99 11 6
54. Toowong	287	302	589	215	236	451	161	167	328	1	1	...	4	1	2	9	982 18 0	61 16 6
55. West End—Boys	379	...	379	305	...	305	235	...	235	1	1	...	2	3	...	7	...	35 18 0
56. „ Girls	...	367	367	...	279	279	...	214	214	...	...	1	2	...	3	6	1,479 10 0	34 13 0
57. „ Infants	135	122	257	90	78	168	63	53	116	...	...	1	1	...	1	3		
58. Woolloongabba—Boys	603	...	603	464	...	464	353	...	353	1	4	...	2	2	...	9	2,121 18 5	8 6 0
59. „ Girls and Infants	205	696	901	123	514	637	83	366	449	...	...	1	7	...	4	12		21 19 6
60. Brookfield	54	52	106	48	41	89	35	29	64	1	...	...	1	...	...	2	306 1 2	63 10 0
61. Buderim Mountain	34	33	67	28	24	52	23	20	43	1	...	...	...	...	...	1	206 0 1	34 19 0
62. Bulimba	238	207	445	191	164	355	147	118	265	1	1	...	4	2	1	9	746 8 9	366 15 3
63. Bulwer	12	12	24	11	11	22	10	8	18	1	...	...	...	...	...	1	93 19 3	
64. Bundaberg, Central—Boys	287	...	287	236	...	236	184	...	184	1	2	...	1	1	...	5	1,250 2 7	2 2 6
65. „ „ Girls and Infants ...	82	342	424	62	266	328	44	190	234	...	...	1	3	...	3	7		
66. „ East	147	139	286	115	110	225	89	86	175	1	1	...	2	...	1	5	566 19 6	279 0 0
67. „ North	100	99	199	75	70	145	56	44	100	1	...	...	1	...	1	3	372 14 2	38 4 9
68. „ South	347	359	706	285	294	579	212	215	427	1	1	...	6	...	3	11	1,011 4 7	175 0 0
69. Bundamba, Lower	222	188	410	158	147	305	131	114	245	1	1	...	3	1	1	7	645 19 6	3 7 0
70. „ Upper	17	15	32	15	13	28	10	10	20	1	...	...	...	...	...	1	93 7 8	
71. Bunya	13	11	24	10	8	18	7	6	13	1	...	...	...	...	...	1	92 11 2	6 0 0
72. Burketown	17	15	32	13	11	24	10	9	19	1	...	...	...	...	...	1	193 14 3	2 4 6
73. Burnett Heads	37	35	72	32	27	59	23	20	43	1	...	...	...	...	...	1	165 1 3	2 11 0
74. Burnside	32	44	76	30	37	67	22	25	47	1	...	...	...	...	1	2	144 2 3	18 0 6
75. Caboolture, North	49	61	110	39	54	93	29	40	69	1	...	...	1	...	...	2	256 1 0	21 15 0
76. „ South	34	22	56	31	19	50	23	14	37	1	...	...	...	...	...	1	133 5 7	3 10 0
77. Cairns	117	124	241	108	115	223	80	85	165	1	1	...	2	...	...	4	559 7 7	6 15 0
78. Calliope	60	41	101	52	38	90	39	27	66	1	...	...	1	...	...	2	235 9 5	
79. Camp Flat	14	16	30	12	14	26	9	11	20	1	...	...	...	...	...	1	104 14 3	0 5 0
80. Capalaba	22	19	41	18	14	32	14	9	23	1	...	...	...	...	...	1	98 6 9	1 4 6
81. Cardwell	29	16	45	25	14	39	21	10	31	1	...	...	...	...	...	1	175 15 1	20 10 0
82. Cattle Creek	25	30	55	18	21	39	12	14	26	1	...	...	...	...	...	1	173 16 10	1 12 3
83. Cawarral	37	41	78	30	34	64	24	27	51	1	...	...	1	...	...	2	292 3 4	
84. Cedar Creek	20	17	37	18	15	33	13	10	23	1	...	...	...	...	...	1	103 3 3	5 0 0
85. Charleville	276	253	529	224	193	417	165	138	303	1	2	...	3	1	1	8	981 18 2	27 1 3
CHARTERS TOWERS—																		
86. Central—Boys	802	...	802	650	...	650	501	...	501	1	7	...	1	3	...	12	...	73 0 0
87. „ Girls	...	738	738	...	569	569	...	416	416	...	...	1	6	...	3	10	2,986 8 9	75 2 0
88. „ Infants...	256	255	511	153	156	309	100	102	202	...	...	1	2	...	3	6		
89. Queenton	569	499	1,068	473	419	892	368	315	683	1	4	...	6	2	2	15	1,351 1 6	169 8 0
90. Richmond Hill	562	472	1,034	458	386	844	339	473	812	1	5	...	4	1	4	15	1,374 0 1	11 10 0
91. Childers	146	128	274	114	103	217	82	75	157	1	...	...	1	...	2	4	384 17 9	8 5 0
92. Chinchilla...	64	34	98	50	31	81	37	24	61	1	...	...	1	...	...	2	319 1 9	
93. Clayfield	239	232	471	188	179	367	139	134	273	1	2	...	2	1	2	8	742 10 6	292 8 5
94. Clermont	152	173	325	135	159	294	128	121	249	1	1	...	2	...	3	7	722 3 10	18 15 0
95. Cleveland, East	30	21	51	26	17	43	20	12	32	1	...	...	...	...	...	1	130 8 0	
96. „ West	11	16	27	12	15	27	10	12	22	...	...	1	...	...	..	1	75 17 7	9 13 6

Table C—*continued.*

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1896—*continued.*

Schools.	Attendance, 1896. Annual Enrolment. Boys.	Girls.	Total.	Mean Quarterly Enrolment. Boys.	Girls.	Total.	Average Daily Attendance. Boys.	Girls.	Total.	Staff of Instructors, 1896. Teachers. Males. Masters.	Assistants.	Females. Mistresses.	Assistants.	Pupil Teachers. Males.	Females.	Total.	Expenditure, 1896. Salaries and Allowances.	Building, Furnishing, and Repairs.	Remarks.
STATE SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
97. Clifton	56	44	100	47	40	87	32	31	63	1	...	...	...	1	...	2	218 17 0		
98. „ Colliery	14	17	31	11	15	26	8	10	18	...	...	1	...	...	...	1	72 15 10	0 10 0	
99. „ Homestead Area	27	21	48	24	17	41	17	10	27	1	...	...	...	...	...	1	107 11 2	1 7 0	
100. Cloncurry	41	42	83	33	35	68	26	28	54	1	...	...	...	...	1	2	237 15 6	3 4 6	
101. Cometville	25	33	58	22	29	51	15	23	38	1	...	...	...	...	...	1	158 18 0		
102. Condamine	19	21	40	16	15	31	11	12	23	1	...	...	...	...	...	1	126 15 11	0 14 0	
103. Coningsby	28	40	68	24	35	59	17	25	42	1	...	...	...	1	...	2	190 16 10	0 7 6	
104. Cooktown—Boys	169	...	169	141	...	141	117	...	117	1	1	...	...	1	...	3	810 17 7	111 16 0	
105. „ Girls and Infants	69	196	265	47	166	213	37	135	172	...	...	1	2	...	2	5		0 12 6	
106. Coomera, Lower	31	40	71	26	32	58	17	22	39	1	...	...	...	...	...	1	150 11 11	70 11 0	
107. „ Upper	22	23	45	17	21	38	12	16	28	1	...	...	...	...	...	1	124 5 0	7 0 0	
108. Cooper's Plains	44	51	95	35	41	76	26	29	55	1	...	...	1	...	...	2	330 18 6	77 15 0	
109. Coorparoo	361	317	678	265	224	489	201	158	359	1	2	...	4	...	2	9	985 7 5	6 17 0	
110. Copperfield	11	11	22	7	6	13	4	4	8	...	...	1	...	...	...	1	42 10 0		
111. Craiglie	14	16	30	12	13	25	10	10	20	...	...	1	...	...	...	1	94 0 0	11 0 0	
112. Crosshill	25	25	50	21	20	41	14	14	28	1	...	...	...	...	...	1	105 10 7		
113. Crow's Nest	41	30	71	36	21	57	27	14	41	1	...	...	...	...	...	1	179 18 10		
114. Croydon	261	283	544	213	232	445	180	186	366	1	2	...	4	...	2	9	1,281 14 0	570 14 6	
115. Cumberland	23	21	44	18	17	35	16	16	32	...	...	1	...	...	...	1	120 7 0		
116. Cunnamulla	83	94	177	72	87	159	49	63	112	1	1	...	1	...	...	3	484 15 1	69 8 7	
117. Dalby	92	73	165	75	59	134	51	43	94	1	...	...	2	...	...	3	427 10 7	4 18 0	
118. Dalrymple Creek	37	35	72	32	30	62	23	23	46	1	...	...	...	1	...	2	280 12 6		
119. Dalveen	22	18	40	18	14	32	13	11	24	1	...	...	...	...	...	1	184 18 10		
120. Darkey Flat	33	33	66	26	25	51	18	16	34	1	...	...	...	...	...	1	148 13 8	44 0 0	
121. Deep Creek	35	26	61	30	24	54	23	19	42	...	...	1	...	...	...	1	102 1 0	7 0 0	
122. Dinmore	94	100	194	77	80	157	63	59	122	1	...	...	2	...	...	3	320 2 8		
123. Dingo	14	19	33	14	19	33	13	18	31	...	...	1	...	...	...	1	95 15 10		
Drayton	109	73	182	93	63	156	69	48	117	1	...	...	2	...	...	3	481 6 0	2 2 0	
Eagle Farm	99	82	181	82	66	148	62	45	107	1	...	...	1	...	1	3	340 1 8	10 12 6	
nezer	20	40	60	27	35	62	22	29	51	1	...	...	...	1	...	2	191 0 0		
svold	143	135	278	123	112	235	90	90	180	1	1	...	1	...	2	5	475 7 11	85 16 6	
mile Plains	37	43	80	28	37	65	22	26	48	1	...	...	...	...	1	2	118 0 5	852 17 5	Opened 6th July, 1896.
... ...	18	14	32	17	14	31	13	10	23	...	...	1	...	...	...	1	70 15 0		
... ...	118	124	242	93	108	201	80	83	163	1	1	...	2	...	...	4	508 11 7	10 10 0	
... ...	48	44	92	39	35	74	28	27	55	1	...	...	1	...	...	2	312 19 4	0 10 0	
... ...	38	41	79	24	31	55	19	25	44	1	...	...	...	1	...	2	289 5 3		
... ...	64	65	129	56	62	118	41	47	88	1	...	...	1	1	...	3	287 10 6	17 0 0	
... ...	69	50	119	58	45	103	41	30	71	1	...	...	1	...	...	2	201 11 6	40 0 0	
... ...	87	80	167	68	66	134	51	50	101	1	...	...	2	...	...	3	434 17 9	0 10 0	
... ...	86	75	161	71	64	135	53	44	97	1	...	...	1	...	1	3	386 10 9	1 0 0	
... ...	62	38	100	54	31	85	41	26	67	1	...	...	1	...	...	2	276 13 10		

	22	43	65	18	36	54	14	27	41	1	…	…	…	…	…	1	157 17 5	
	48	80	78	35	22	57	27	17	44	1	…	…	…	…	…	1	145 10 10	11 5 0
	24	17	41	20	15	35	13	8	21	1	…	…	…	…	…	1	111 4 4	
Lower	37	45	82	27	39	66	16	22	38	1	…	…	…	…	…	1	199 10 4	
Upper	48	50	98	43	40	83	29	28	57	1	…	…	…	…	1	2	267 7 1	17 18 0
	79	69	148	69	58	127	57	44	101	1	…	…	1	1	…	3	324 2 0	1 0 0
	73	78	151	59	68	127	41	49	90	1	1	…	…	…	1	3	321 2 2	2 4 2
	55	65	120	48	58	106	38	44	82	1	…	…	1	…	…	2	302 2 10	
	42	45	87	37	37	74	32	30	62	1	1	…	…	…	…	2	370 1 6	11 4 0
	49	48	97	45	39	84	33	30	63	1	…	…	1	…	…	2	307 11 1	19 18 7
	51	40	91	38	34	72	26	25	51	1	…	…	…	…	1	2	173 3 2	17 8 0
	112	110	222	83	79	162	61	53	114	1	1	…	1	…	…	3	347 10 7	3 4 6
Vale	43	51	94	30	43	73	20	31	51	1	…	…	…	1	…	2	204 4 0	1 4 6
	48	32	80	43	28	71	32	21	53	1	…	…	…	1	…	2	253 19 8	0 9 0
	21	24	45	16	20	36	11	14	25	1	…	…	…	…	…	1	130 5 4	
	54	33	87	49	30	79	39	24	63	1	…	…	…	1	…	2	242 9 1	10 1 0
	29	34	63	26	31	57	16	20	36	1	…	…	…	…	…	1	154 16 2	
	33	33	66	25	28	53	16	21	37	1	…	…	…	…	…	1	186 12 11	20 10 0
	110	112	222	95	97	192	71	70	141	1	1	…	1	…	1	4	500 19 11	432 19 11
e	45	42	87	39	36	75	27	25	52	1	…	…	…	1	…	2	237 3 8	0 9 9
	18	18	36	16	16	32	11	10	21	1	…	…	…	…	…	1	115 0 10	7 4 6
di	128	108	236	101	92	193	69	60	129	1	…	…	1	1	1	4	402 13 2	7 15 6
ek	21	20	41	13	13	26	8	8	16	1	…	…	…	…	…	1	117 12 2	10 0 0
uction	53	57	110	45	47	92	35	35	70	1	…	…	1	…	…	2	288 6 8	3 17 6
Little Plain	37	27	64	33	25	58	25	16	41	1	…	…	…	…	…	1	176 9 2	0 15 0
Road	42	39	81	37	34	71	25	24	49	1	…	…	…	1	…	2	203 13 2	
re	44	42	86	42	35	77	33	29	62	1	…	…	…	…	1	2	247 17 3	1 5 0
w…	21	15	36	18	13	31	12	7	19	1	…	…	…	…	…	1	129 1 5	
hester	29	23	52	26	18	44	20	12	32	1	…	…	…	…	…	1	183 19 5	17 12 6
MPIE—																		
entral—Boys	474	…	474	398	…	398	300	…	300	1	4	…	…	3	…	8	1,800 12 5	2 9 9
„ Girls and Infants	141	583	724	88	481	569	62	353	415	…	…	1	6	…	4	11		32 19 4
One-Mile—Boys	493	…	493	422	…	422	329	…	329	1	3	…	3	1	…	8	…	9 9 6
„ Girls	…	453	453	…	370	370	…	283	283	…	…	1	4	…	3	8	1,985 12 7	
171. „ Infants	340	366	706	113	121	34	83	88	171	…	…	1	1	…	3	5	…	6 13 0
172. Monkland	239	243	482	198	200	398	162	159	321	1	1	…	4	2	…	8	802 16 0	
173. Two-Mile	53	52	105	37	40	77	25	30	55	1	…	…	…	1	…	2	267 4 8	3 10 0
174. Halifax	47	32	79	39	23	62	28	15	43	1	…	…	…	…	…	1	197 10 5	
175. Harrison's Pocket	9	16	25	7	14	21	4	10	14	1	…	…	…	…	…	1	147 3 10	0 7 6
176. Harrisville	49	65	114	40	53	93	32	40	72	1	…	…	1	…	…	2	309 17 7	3 7 6
177. Hatton Vale	45	40	85	42	38	80	30	30	60	1	…	…	1	…	…	2	293 11 11	10 5 3
178. Helidon	29	23	52	23	21	44	14	15	29	1	…	…	…	…	…	1	105 14 0	
179. Hemmant	52	51	103	42	44	86	29	33	62	1	…	…	…	…	1	2	248 4 8	8 15 0
180. Hendon	53	56	109	42	45	87	31	33	64	1	…	…	…	1	…	2	235 4 2	0 6 0
181. Herberton	113	120	233	91	101	192	73	82	155	1	1	…	1	1	…	4	565 13 6	10 1 4
182. Hermitage	36	40	76	33	35	68	25	27	52	1	…	…	…	…	1	2	197 16 2	4 0 6
183. Highfields	56	55	111	48	45	93	35	32	67	1	…	…	…	…	1	2	256 11 3	60 10 0
184. Hillgrove	19	7	26	16	6	22	11	4	15	1	…	…	…	…	…	1	96 7 8	
185. Hodgson	26	29	55	22	28	45	18	18	36	1	…	…	…	…	…	1	121 8 9	13 17 5
186. Homebush	70	55	125	59	45	104	42	29	71	1	…	…	1	…	…	2	231 18 2	123 7 0
187. Howard	115	112	227	99	93	192	82	75	157	1	1	…	1	…	2	5	420 16 9	7 3 0
188. Hughenden	163	159	322	139	145	284	107	109	216	1	3	…	1	…	1	6	824 12 5	211 14 6
189. Indooroopilly	125	133	258	104	115	219	75	82	157	1	…	…	3	…	…	4	643 15 11	41 15 0
190. Indooroopilly Pocket	152	99	251	106	68	174	83	48	131	1	…	…	2	1	…	4	363 1 2	65 12 0
191. Ingham	63	62	125	54	57	111	38	43	81	1	…	…	1	…	…	2	340 14 1	5 0 0
192. Inglewood	36	30	66	33	27	60	24	18	42	1	…	…	…	…	…	1	174 18 8	4 1 0

Table C—*continued*

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1896—*continued.*

Schools.	Attendance, 1896. Annual Enrolment. Boys.	Girls.	Total.	Mean Quarterly Enrolment. Boys.	Girls.	Total.	Average Daily Attendance. Boys.	Girls.	Total.	Staff of Instructors, 1896. Teachers. Males. Masters.	Assistants.	Females. Mistresses.	Assistants.	Pupil Teachers. Males.	Females.	Total.	Expenditure, 1896. Salaries and Allowances.	Building, Furnishing, and Repairs.	Remarks.
																	£ s. d.	£ s. d.	
STATE SCHOOLS—*continued.*																			
Ipswich—																			
193. Central—Girls and Infants	102	488	590	67	379	446	45	279	324	...	...	1	5	...	3	9	688 6 8	39 16 6	
194. East—Boys	212	...	212	162	...	162	124	...	124	1	3	...	...	...	...	4	640 5 6	60 9 4	
195. Newtown	288	169	457	253	152	405	195	116	311	1	2	...	3	2	1	9	981 8 7	150 19 0	
196. North—Boys	238	...	238	187	...	187	144	...	144	1	2	...	1	...	...	4	1,070 3 7	6 12 3	
197. „ Girls and Infants	93	247	340	58	205	263	42	150	192	...	...	1	2	...	3	6		165 17 9	
198. West—Boys	319	...	319	232	...	232	187	...	187	1	1	...	...	3	...	5	963 6 8	17 9 0	
199. „ Girls and Infants	54	179	233	35	160	195	24	117	141	...	...	1	2	...	1	4		30 10 0	
200. Irvinebank	48	44	92	43	38	81	38	31	69	1	...	...	...	...	...	1	243 12 2		
201. Isisford	32	31	63	28	27	55	23	19	42	1	...	...	...	...	...	1	144 0 11	7 15 0	
202. Jondaryan	57	45	102	48	39	87	35	30	65	1	...	...	...	...	1	2	245 15 3		
203. Kalkie	49	64	113	37	53	90	23	39	62	1	...	...	...	...	1	2	258 9 4	1 17 6	
204. Kamerunga	27	12	39	26	11	37	15	7	22	...	...	...	...	...	...	...	62 5 2	...	Closed 26th June, 1896.
205. Kilkivan	55	45	100	45	35	80	36	28	64	1	...	...	...	1	...	2	242 8 7		
206. Killarney	84	91	175	73	70	143	60	51	111	1	...	...	1	1	...	3	406 15 1	20 14 6	
207. Kingsborough	15	14	29	13	12	25	9	9	18	...	...	1	...	...	...	1	102 11 9		
208. Kirchheim	41	60	101	37	45	82	29	36	65	1	...	...	1	...	...	2	314 14 6	7 3 4	
209. Kolan, South	93	56	149	76	45	121	56	32	88	1	...	...	1	1	...	3	396 5 8	65 5 0	
210. Kuranda	26	21	47	18	16	34	15	14	29	1	...	...	...	...	...	1	121 1 1		
211. Laidley, North	104	110	214	82	95	177	59	65	124	1	...	...	1	...	2	4	328 12 10	224 2 9	
212. „ South	37	46	83	27	29	56	16	16	32	1	...	...	...	...	...	1	198 9 11	606 3 0	
213. Lake's Creek	176	187	363	146	159	305	112	116	228	1	1	...	2	...	2	6	537 14 10	5 5 0	
214. Leyburn	33	52	85	28	46	74	24	38	62	1	...	...	...	...	1	2	220 4 5	5 8 0	
215. Little Cabbage-tree Creek	74	65	139	58	51	109	45	37	82	1	...	...	1	1	...	3	316 15 1	0 18 9	
216. Loganholme	20	18	38	18	18	36	14	15	29	1	...	...	...	...	...	1	107 6 7	13 0 0	
217. Longreach	205	172	377	151	122	273	99	76	175	1	1	...	2	1	1	6	626 4 1	265 19 6	
218. Lord John Swamp	42	35	77	40	31	71	27	20	47	1	...	...	...	1	...	2	185 12 2		
219. Lowood	67	81	148	60	70	130	47	54	101	1	...	...	1	...	1	3	322 15 8	1 17 0	
220. Lytton	41	38	79	22	19	41	14	14	28	1	...	...	...	...	...	1	168 14 5	2 17 8	
221. Mackay—Boys	437	...	437	363	...	363	291	...	291	1	4	...	...	3	...	8	1,609 18 4	18 5 6	
222. „ Girls and Infants	102	468	570	77	353	430	52	286	338	...	...	1	4	...	4	9		3 17 0	
223. „ North	49	32	81	42	26	68	30	18	48	1	...	...	...	...	1	2	245 5 1	76 18 6	
224. Maida Hill	15	15	30	10	12	22	7	9	16	1	...	...	...	...	...	1	93 3 9		
225. Ma Ma Creek	39	35	74	33	28	61	19	17	36	1	...	...	...	...	...	1	153 15 5	5 5 0	
226. Marburg	87	64	151	78	56	134	62	44	106	1	...	...	1	1	...	3	362 0 2		
Maryborough—																			
227. Albert	505	448	953	427	371	798	348	296	644	1	7	...	4	...	4	16	1,831 15 11	76 0 0	
228. Central—Boys	289	...	289	231	...	231	191	...	191	1	2	...	1	2	...	6	...	39 3 6	
229. „ Girls	...	271	271	...	215	215	...	177	177	...	...	1	2	...	2	5	1,322 1 9	41 2 0	
230. „ Infants	99	93	192	63	63	126	50	52	102	...	...	1	...	...	2	3			

231. East ...	106	72	178	93	55	148	80	43	123	1	...	...	2	...	...	3	399	17	8	1	16	9
232. St. Helen's	86	63	149	66	53	119	49	42	91	1	...	...	2	...	...	3	852	1	3	39	17	0
233. Sunbury	32	33	65	26	28	54	21	21	42	1	...	...	...	...	...	1	202	6	0	0	5	0
234. West ...	258	234	492	208	188	396	183	164	347	1	1	...	4	1	2	9	869	17	9	136	8	6
235. Maytown ...	19	21	40	16	20	36	15	17	32	1	...	...	...	...	...	1	222	5	11	2	0	0
236. Meringandan	47	36	83	42	32	74	29	22	51	1	...	...	...	1	...	2	217	17	7	1	17	0
237. Merritt's Creek	37	39	76	33	35	68	24	28	52	1	...	...	...	...	1	2	208	3	8			
238. Milbong ...	29	29	58	25	23	48	16	16	32	1	...	...	...	...	...	1	195	2	6	25	5	0
239. Miles ...	51	48	99	43	39	82	35	32	67	1	...	...	1	...	...	2	318	6	10	40	8	0
240. Millchester	115	106	221	72	71	143	55	57	112	1	1	...	1	...	1	4	565	13	5	24	2	0
241. Milora ...	36	20	56	30	16	46	21	14	35	1	...	...	...	...	...	1	153	3	9			
242. Minden ...	33	31	64	31	29	60	28	24	52	1	...	...	...	1	...	2	242	11	8			
243. Mitchell ...	115	100	215	95	86	181	74	68	142	1	1	...	2	...	...	4	480	18	2	2	4	0
244. Moggill ...	29	27	56	26	23	49	21	20	41	1	...	...	...	...	...	1	156	9	10			
245. Montalbion	32	27	59	26	24	50	23	22	45	1	...	...	...	...	...	1	164	12	7			
246. Morven ...	37	32	69	31	26	57	26	21	47	1	...	...	...	1	...	2	197	10	7	0	14	9
247. Mount Beppo	40	23	63	35	19	54	25	15	40	1	...	...	...	...	...	1	158	10	5			
248. Mount Crosby	33	23	56	31	19	50	27	15	42	1	...	...	...	...	...	1	163	8	8	4	10	6
249. Mount Gravatt	99	62	161	74	61	135	56	46	102	1	...	...	2	...	...	3	426	10	5	5	18	9
250. Mount Kent	20	28	48	15	23	38	10	15	25	1	...	...	...	...	...	1	160	17	1			
251. Mount Morgan	493	485	978	394	396	790	273	267	540	1	2	...	5	2	3	13	1,222	5	8			
252. Mount Perry	64	58	122	56	51	107	48	45	93	1	...	...	1	1	...	3	307	4	3	1	4	6
253. Mount Walker	28	33	61	26	28	54	21	20	41	1	...	...	...	...	...	1	133	13	10	52	18	0
254. Mungar ...	50	47	97	44	42	86	34	32	66	1	...	...	...	...	1	2	224	2	1	46	4	0
255. Murphy's Creek	36	30	66	31	26	57	24	21	45	1	...	...	...	...	...	1	168	6	3	0	4	6
256. Muttaburra	23	43	66	17	37	54	15	28	43	1	...	...	...	...	...	1	178	6	9			
257. Myrtle ...	75	74	149	62	60	122	45	45	90	1	...	...	1	...	1	3	295	18	4	1	11	0
258. Nanango ...	58	48	106	47	44	91	37	36	73	1	...	...	1	...	...	2	295	7	3	1	1	6
259. Nebo	17	21	38	13	18	31	10	15	25	...	...	1	...	...	...	1	98	19	3			
260. Nerang ...	48	43	91	41	37	78	32	28	60	1	...	...	...	1	...	2	184	12	3	2	8	0
261. Normanby	40	35	75	38	33	71	29	24	53	1	...	...	1	...	...	2	250	7	6			
262. Normanton	119	112	231	96	96	192	75	75	150	1	1	...	1	1	...	4	680	11	5	17	17	9
263. North Branch	8	13	21	7	11	18	4	8	12	1	...	...	...	...	...	1	93	1	8	8	0	0
264. North Pine ...	57	73	130	44	54	98	31	41	72	1	...	...	...	1	...	2	206	5	6	1	12	6
265. Nudgee ...	52	48	100	45	40	85	37	26	63	1	...	...	...	1	...	2	191	18	10	74	2	6
266. Nundah ...	179	187	366	146	143	289	110	101	211	1	1	...	2	...	2	6	620	13	6	3	10	0
267. Oakey Creek	30	28	58	28	23	51	21	16	37	1	...	...	...	...	...	1	164	17	0			
268. Owanyilla...	12	16	28	11	12	23	8	7	15	1	...	...	...	...	...	1	152	15	6			
269. Oxley ...	40	35	75	32	31	63	24	23	47	1	...	...	1	...	...	2	220	6	6	66	0	0
270. Peak Mountain	47	51	98	40	40	80	31	29	60	1	...	...	1	...	...	2	284	18	4			
271. Pialba ...	43	59	102	34	45	79	25	34	59	1	...	...	...	...	1	2	174	4	3	0	5	0
272. Pimpama...	32	21	53	23	17	40	15	9	24	1	...	...	...	...	...	1	111	1	8	11	0	8
273. Pine Hill ...	15	15	30	14	12	26	11	10	21	...	...	1	...	...	...	1	95	0	7			
274. Pine Mountain	35	22	57	33	17	50	23	13	36	1	...	...	...	...	...	1	178	16	7			
275. Pittsworth	79	78	157	68	62	130	54	47	101	1	...	...	1	1	...	3	400	11	11	24	9	4
276. Plainland...	42	49	91	34	42	76	25	30	55	1	...	...	...	1	...	2	243	2	1	28	10	0
277. Plainview...	25	27	52	21	22	43	15	18	33	1	...	...	...	...	...	1	156	8	10	0	11	0
278. Port Douglas	54	55	109	42	39	81	34	32	66	1	...	...	...	...	1	2	229	17	9			
279. Postman's Ridge	13	8	21	12	7	19	9	5	14	1	...	...	...	...	...	1	92	16	5			
280. Pullen Vale	18	22	40	14	19	33	11	13	24	1	...	...	...	...	...	1	138	12	10			
281. Purga Creek	52	26	78	45	24	69	31	14	45	1	...	...	...	...	1	2	178	18	8			
282. Ramsay ...	18	18	36	17	17	34	13	14	27	1	...	...	...	...	...	1	117	3	3	2	0	0
283. Ravenswood	180	161	341	152	137	289	124	109	233	1	2	...	1	...	3	7	699	19	7	16	10	0
284. Redbank Plains	49	31	80	38	26	64	26	16	42	1	...	...	...	...	...	1	179	17	10	60	9	0
285. Redland Bay	41	51	92	34	45	79	24	33	57	1	...	...	...	...	1	2	233	8	9	9	19	0
286. Roadvale ...	39	38	77	31	32	63	23	23	46	1	...	...	...	...	...	1	163	8	11	2	0	0

Table C—*continued.*

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1896—*continued.*

SCHOOLS.	ATTENDANCE, 1896.									STAFF OF INSTRUCTORS, 1896.							EXPENDITURE, 1896.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
																	£ s. d.	£ s. d.	
STATE SCHOOLS—*continued.*																			
ROCKHAMPTON—																			
287. Allenstown	321	268	589	245	198	443	179	141	320	1	2	...	3	1	2	9	983 18 8	29 0 6	
288. Central—Boys	666	...	666	526	...	526	405	...	405	1	5	...	1	3	...	10	2,497 17 6		
289. „ Girls	...	629	629	...	477	477	...	341	341	...	...	1	5	...	3	9		8 2 6	
290. „ Infants...	247	220	467	162	140	302	116	94	210	...	...	1	2	...	3	6			
291. Crescent Lagoon	41	38	79	39	37	76	33	32	65	1	...	...	1	...	...	2	155 19 2	797 9 4	Opened 6th July, 1896.
292. North—Boys	300	...	300	238	...	238	175	...	175	1	1	...	1	3	...	6	1,121 10 6	4 2 6	
293. „ Girls and Infants	124	439	563	59	295	354	40	214	254	...	...	1	3	...	3	7		0 9 6	
294. Pink Lily Lagoon	24	22	46	19	16	35	15	11	26	1	...	...	...	...	...	1	199 10 5		
295. Port Curtis Road	69	63	132	49	51	100	35	36	71	1	...	...	1	...	...	2	248 0 3	15 10 6	
296. Rocklea	72	74	146	64	66	130	53	52	105	1	...	...	1	...	1	3	347 7 0	1 0 0	
297. Roma	240	198	438	195	155	350	154	113	267	1	2	...	4	...	1	8	801 8 11	15 9 3	
298. Rosevale	39	40	79	35	32	67	25	24	49	1	...	...	...	...	1	2	261 3 0	0 7 6	
299. Rosewood	77	84	161	61	70	131	47	51	98	1	...	...	1	...	1	3	327 18 4	4 18 0	
300. Samford	23	11	34	17	7	24	12	4	16	1	...	...	...	...	...	1	88 7 0	15 0 0	
301. Sandgate	206	182	388	154	135	289	110	93	203	1	1	...	2	...	2	6	663 12 8	120 11 0	
302. Sandy Creek	31	27	58	22	20	42	15	15	30	1	...	...	...	...	...	1	155 0 3	65 0 0	
303. Seventeen-mile Rocks	18	14	27	11	12	23	9	10	19	1	...	...	...	...	...	1	94 7 1		
304. Sharon	36	34	70	26	29	55	19	22	41	1	...	...	...	...	...	1	174 16 11	19 10 6	
305. Shorwood	102	91	193	86	81	167	67	61	128	1	...	...	2	...	...	3	435 0 0	1 0 6	
306. Southbrook	27	33	60	24	30	54	18	24	42	1	...	...	...	...	...	1	197 19 4	0 11 9	
307. Southport	136	133	269	108	109	217	80	81	161	1	...	...	2	1	1	5	411 13 4	0 17 0	
308 Spring Creek	34	40	74	31	35	66	25	25	50	1	...	...	...	...	1	2	173 8 7	1 8 0	
309. Springsure	75	62	137	60	48	108	49	38	87	1	...	...	1	1	...	3	276 12 2		
310. Spring Valley	20	29	49	19	29	48	14	22	36	1	...	...	...	...	...	1	160 10 2	2 10 0	
311. Stafford	78	66	144	79	69	148	60	50	110	1	1	...	...	...	1	3	363 14 0	0 13 5	
312. Stanthorpe	70	79	149	55	63	118	43	47	90	1	...	...	1	1	...	3	382 18 2	5 8 6	
313. Stanwell	37	42	79	34	36	70	26	27	53	1	...	...	...	1	...	2	180 0 9		
314. St. George	78	109	187	58	86	144	39	63	102	1	...	...	1	...	1	3	363 2 6		
315. St. Lawrence	44	43	87	40	33	73	33	26	59	1	...	...	...	...	1	2	241 18 6		
316. Sugarloaf	39	35	74	32	31	63	21	23	44	1	...	...	...	...	1	2	177 17 7	61 12 0	
317. Surat	58	60	113	42	50	92	34	37	71	1	...	...	1	...	...	2	301 9 0	4 17 6	
318. Swan Creek	57	50	107	48	46	94	30	30	60	1	...	...	...	...	1	2	270 2 1	1 6 0	
319. Swanfels	35	37	72	31	33	64	21	20	41	1	...	...	...	...	...	1	155 9 3	26 10 0	
320. Tallebudgera	17	21	38	13	18	31	9	12	21	1	...	...	...	...	...	1	101 12 10	48 10 0	
321. Tallegalla	45	37	82	41	33	74	35	28	63	1	...	...	1	...	...	2	257 16 4		
322. Tambo	67	61	128	49	43	92	31	29	60	1	...	...	1	...	...	2	291 5 9	37 17 6	
323. Tarampa	44	44	88	39	40	79	34	32	66	1	...	...	1	...	...	2	319 14 4		
324. Taroom	43	44	87	35	39	74	26	33	59	1	...	...	1	...	...	2	245 19 10	11 0 0	
325. Te Kowai	39	30	69	34	24	58	25	16	41	1	...	...	...	...	...	1	180 16 1	28 7 0	
326. Templin	46	30	76	41	27	68	32	19	51	1	...	...	...	1	...	2	156 1 7		

	Tent Hill, Lower	42	29	71	34	21	55	21	14	35	1	...	...	...	...	...	1	146 7 2		
	" Upper	26	19	45	20	18	38	14	11	25	1	...	...	...	...	...	1	98 19 10	54 18 4	
	Terrors Creek	36	30	66	33	30	63	27	24	51	1	...	...	1	...	...	2	160 3 8		
	Teviotville	55	54	109	49	51	100	32	34	66	1	...	...	1	...	...	2	249 11 10	1 10 6	
	Tewantin	35	33	68	32	28	60	28	23	51	1	...	...	1	...	...	2	196 3 1	6 2 6	
332.	Thargomindah	40	44	84	30	33	63	22	23	45	1	...	...	...	...	...	1	235 7 9	9 7 8	
333.	Thornborough	15	23	38	18	20	33	9	12	21	...	...	1	...	...	...	1	94 6 3		
334.	Thornton	26	28	54	23	20	43	16	14	30	1	...	...	...	...	...	1	109 6 0	34 16 1	
335.	Thursday Island	51	58	109	41	47	88	36	39	75	1	...	...	...	...	1	2	272 6 9	8 11 0	
336.	Tiaro	112	83	195	91	74	165	69	51	120	1	...	...	2	...	...	3	425 3 4		
337.	Tinana	120	101	221	107	86	193	85	69	154	1	1	...	1	...	1	4	467 18 1	3 13 0	
338.	Tingalpa	36	31	67	24	25	49	18	19	37	1	...	...	...	...	...	1	167 9 8	0 0 9	
339.	Tivoli	50	40	90	43	32	75	32	21	53	1	...	...	...	1	...	2	256 10 1	33 2 6	
340.	Toolburra South	15	12	27	13	11	24	9	7	16	...	...	1	...	...	...	1	72 18 3		
	TOOWOOMBA—																			
341.	East	290	258	548	190	197	387	145	137	282	1	2	...	3	...	2	8	929 16 1	128 0 0	
	Middle Ridge	107	120	227	86	95	181	63	67	130	1	1	...	2	...	...	4	450 10 10		
	North—Boys	329	...	329	168	...	168	210	...	210	1	3	...	...	2	...	6	1,439 17 3	2 12 10	
	" Girls and Infants	121	385	506	72	281	353	53	209	262	...	...	1	5	...	2	8	...	5 4 6	
	South—Boys	256	...	256	204	...	204	166	...	166	1	1	...	...	3	...	5	1,193 3 9	84 16 0	
	" Girls	...	271	271	...	236	236	...	186	186	...	...	1	3	...	1	5		190 18 6	
	" Infants	100	87	187	66	54	120	49	37	86	...	...	1	...	...	2	3			
	Torbanlea	73	68	141	64	59	123	52	48	100	1	...	...	1	1	...	3	263 6 4	36 15 6	
	TOWNSVILLE—																			
	Central—Boys	212	...	212	158	...	158	126	...	126	1	1	...	...	...	1	3	998 12 1	130 15 0	
	" Girls and Infants	105	297	402	64	221	285	48	166	214	...	...	1	3	...	2	6		2 4 6	
	Mundingburrah	184	121	305	144	106	250	99	76	175	1	2	...	...	...	2	5	776 4 9	12 18 0	
	North	113	79	192	89	63	152	65	50	115	1	...	...	1	...	1	3	277 7 8	16 8 2	
	Ross Island	357	318	675	288	281	569	224	205	429	1	4	...	4	...	2	11	1,053 12 10	47 3 3	
	West	414	347	761	298	265	563	221	188	409	1	3	...	5	...	2	11	1,199 5 6	67 0 6	
	Tummaville	15	15	30	14	15	29	8	10	18	1	...	...	...	...	...	1	91 19 3	0 10 0	
	Umbirom	30	19	49	27	17	44	18	12	30	1	...	...	...	...	...	1	127 13 5	1 6 6	
	Urangan	24	19	43	21	15	36	17	11	28	1	...	...	...	...	...	1	131 7 4		
	Veresdale	22	26	48	14	19	33	10	14	24	1	...	...	...	...	...	1	119 0 5	13 7 0	
	Walkerston	94	109	203	84	90	174	68	71	139	1	1	...	1	...	1	4	421 15 5	68 6 6	
360.	Wallangarra	41	33	74	34	29	63	27	22	49	1	...	...	...	1	...	2	208 15 7	5 5 0	
361.	Walloon	47	40	87	37	31	68	28	22	50	1	...	...	...	...	1	2	175 8 2	1 1 6	
362.	Wallumbilla	57	54	111	46	45	91	28	30	58	1	...	...	1	...	...	2	287 13 9	5 8 6	
363.	Warner	32	39	71	26	33	59	18	23	41	1	...	...	...	...	...	1	178 12 8		
364.	Warra	22	25	47	18	21	39	15	17	32	1	...	...	...	...	...	1	250 13 10		
365.	Warrill Creek	32	26	58	30	22	52	24	14	38	1	...	...	...	...	...	1	156 13 4	0 7 6	
	WARWICK—																			
366.	East	135	73	208	106	50	156	79	33	112	1	...	...	1	...	1	3	448 4 0	1 8 0	
367.	West—Boys	271	...	271	198	...	198	167	...	167	1	2	...	1	1	...	5	1,080 19 5	20 9 0	
368.	" Girls and Infants	64	224	288	45	188	233	36	144	180	...	...	1	2	...	2	5			
369.	Waterford	67	70	137	59	58	117	43	41	84	1	...	...	1	1	...	3	370 6 3	8 13 0	
370.	Watsonville...	26	29	55	25	28	53	23	27	50	1	...	...	...	...	1	2	228 2 0	43 14 6	
371.	Wellington Point	46	30	76	37	27	64	28	20	48	1	...	...	...	1	...	2	217 15 6	35 5 0	
372.	Westwood	47	48	95	38	41	79	28	31	59	1	...	...	1	...	...	2	305 19 11		
373.	Winton	99	87	186	86	69	155	72	56	128	1	1	...	1	...	...	3	446 15 5	13 2 6	
374.	Wivenhoe	12	16	28	10	12	22	6	7	13	...	...	1	...	...	...	1	72 13 5		
375.	Woodford...	27	25	52	24	20	44	19	15	34	...	...	1	...	...	...	1	116 6 0	5 8 0	
376.	Woodview	30	31	61	27	27	54	17	16	33	1	...	...	...	...	...	1	155 3 8		
377.	Woombye...	19	22	41	17	20	37	14	17	31	1	...	...	...	...	...	1	109 2 1	1 4 0	
378.	Woongarra	24	32	56	18	27	45	13	20	33	1	...	...	...	...	...	1	167 14 3		
379.	Wynnum	103	87	190	66	57	123	46	39	85	1	...	...	1	...	...	2	319 2 4	350 14 6	Opened 24th Feb., 1896.

Table C—continued.

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1896—continued.

Schools	Attendance, 1896. Annual Enrolment. Boys.	Girls.	Total.	Mean Quarterly Enrolment. Boys.	Girls.	Total.	Average Daily Attendance. Boys.	Girls.	Total.	Staff of Instruction, 1896. Teachers. Males. Masters.	Assistants.	Females. Mistresses.	Assistants.	Pupil Teachers. Males.	Females.	Total.	Expenditure, 1896. Salaries and Allowances.	Building, Furnishing, and Repairs.	Remarks.
STATE SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
380. Yaamba	8	10	18	7	8	15	6	6	12	...	...	1	...	...	...	1	84 11 9		
381. Yangan	65	56	121	58	49	107	40	34	74	1	...	...	1	...	...	2	301 7 5		
382. Yengarie	57	50	107	50	42	92	42	33	75	1	...	...	1	...	...	2	268 1 8		
383. Yeppoon	48	38	86	35	31	66	25	22	47	1	...	...	...	...	1	2	178 5 2	1 14 11	
384. Yeronga	110	91	201	94	79	173	72	62	134	1	1	...	1	1	...	4	517 7 6	30 10 9	
385. Yeulba	76	58	134	64	48	112	48	37	85	1	...	...	1	1	...	3	308 10 2	18 10 2	
386. Zillmere	64	67	131	58	63	121	44	46	90	1	...	...	1	...	1	3	344 10 10	24 8 0	
PROVISIONAL SCHOOLS.																			
1. Accommodation Creek	21	12	33	15	12	27	10	9	19	1	...	...	...	...	...	1	100 8 8		
2. Adavale	16	16	32	14	15	29	12	12	24	...	...	1	...	...	...	1	104 0 8		
3. Airdale	23	15	38	19	13	32	12	7	19	...	...	1	...	...	...	1	85 5 10		
4. Albionville	21	19	40	19	15	34	14	10	24	1	...	...	...	...	...	1	97 17 7		
5. Alligator Creek	14	13	27	11	12	23	9	11	20	...	...	1	...	...	...	1	82 7 10	50 0 0	Opened 14th Sept., 1896.
6. Alton Downs	18	11	29	16	9	25	12	6	18	..	...	1	...	...	...	1	73 13 11		
7. Amby	22	24	46	16	20	36	11	15	26	...	...	1	...	..	...	1	80 9 5	1 14 0	
8. Anakie	19	20	39	17	18	35	15	16	31	...	...	1	...	...	...	1	99 18 8		
9. Annievale	10	7	17	6	7	13	6	6	12	...	...	1	...	...	...	1	59 17 10	...	Opened 2nd Mar., 1896.
10. Apple Forest	4	4	8	4	4	8	3	3	6	...	...	...	...	...	...	...	13 17 0	...	Closed 24th April, 1896.
11. Apple-tree Creek	78	56	134	65	49	114	47	33	80	1	...	...	2	...	...	3	280 7 9		
12. Arrilalah	5	10	15	5	9	14	4	8	12	...	...	1	...	...	...	1	48 17 6		
13. Atkinson's Lagoon	30	23	53	28	20	48	19	14	33	1	...	..	...	...	...	1	108 5 5		
14. Avondale	11	11	22	10	11	21	8	9	17	...	...	1	...	...	...	1	78 10 9		
15. Bajool	10	5	15	9	5	14	7	5	12	...	...	...	...	...	...	...	80 12 11	...	Closed 18th Sept., 1896.
16. Barker's Creek	14	14	28	10	11	21	7	7	14	...	...	1	...	...	...	1	74 19 2		
17. Bathampton	19	30	49	16	27	43	11	20	31	...	...	1	...	...	...	1	88 15 0		
18. Bemersyde	18	18	36	14	15	29	11	12	23	...	...	1	...	...	...	1	78 15 0		
19. Beranga Bridge	9	8	17	8	6	14	8	5	13	...	...	1	...	...	...	1	88 15 10	47 15 0	Opened 21st Aug., 1896.
20. Bergen	22	21	43	22	21	43	19	16	35	...	...	1	...	..	...	1	87 9 8	50 0 0	Opened 3rd Aug., 1896.
21. Bidwell	11	18	29	11	18	29	9	16	25	...	...	1	...	...	...	1	59 1 5	48 19 0	Opened 27th Apr., 1896.
22. Biggenden	29	31	60	23	26	49	17	22	39	...	...	1	...	...	...	1	90 18 7		
23. Biggenden Mines	22	12	34	20	10	30	16	8	24	...	...	1	...	...	...	1	78 7 5		
24. Bigriggan	12	7	19	11	6	17	7	4	11	...	...	1	...	...	...	1	75 0 4		
25. Bingera	16	9	25	12	6	18	9	4	13	...	...	1	...	...	...	1	72 14 10		
26. Blackall Range	11	8	19	10	7	17	6	6	12	...	...	1	...	...	...	1	63 11 9		
27. Blackbutt	11	6	17	11	6	17	10	5	15	...	...	1	...	...	...	1	73 4 2		
28. Blackfellow's Creek	16	8	24	15	8	23	11	5	16	1	...	...	...	...	...	1	95 7 6	...	Opened 20th Jan., 1896.
kwater	17	18	35	16	16	32	10	13	23	...	...	1	...	...	...	1	84 14 8		
r Athol	12	19	31	10	15	25	9	12	21	...	...	1	...	...	...	1	80 19 11		
axland	11	17	28	11	16	27	8	13	21	...	...	1	...	...	...	1	81 9 7		

32. Bollar	13	8	21	12	7	19	9	6	15	...	...	1	...	...	...	1	73 12 4		
33. Bollon	21	27	48	16	24	40	11	19	30	1	...	...	...	...	...	1	119 17 9		
34. Boole ... ... }	16	8	24	12	8	20	8	6	14	} ...	...	1	...	...	...	1	76 4 5		
35. Holbrook ... ... }	9	2	11	8	1	9	6	1	7										
36. Boolburra	20	22	42	16	18	34	12	13	25	1	...	...	...	...	...	1	111 18 8		
37. Branch Creek	17	15	32	16	13	29	12	9	21	...	...	1	...	...	...	1	77 17 8		
38. Brandon	40	22	62	29	16	45	25	12	37	1	...	...	...	...	...	1	121 12 1		
39. Brassall	58	41	99	45	33	78	36	25	61	1	...	...	1	...	...	2	174 16 4	30 0 0	
40. Brigalow Gully	13	10	23	13	10	23	11	9	20	...	...	1	...	...	...	1	43 2 3	45 0 0	Opened 6th July, 1896.
41. Bromelton	13	19	32	13	18	31	8	11	19	...	...	1	...	...	...	1	72 14 3		
42. Brookleigh	9	12	21	8	11	19	7	10	17	1	...	...	...	...	...	1	92 17 1		
43. Broughton Road	6	5	11	6	5	11	4	4	8	...	...	...	...	...	...	...	35 7 9	...	Closed 5th June, 1896.
44. Brown's Plains	20	11	31	18	9	27	10	5	15	1	...	...	...	...	...	1	93 11 10		
45. Bucca Crossing	31	31	62	28	29	57	18	19	37	1	...	...	...	...	...	1	113 3 6		
46. Bunburra	10	22	32	9	17	26	6	10	16	...	...	1	...	...	...	1	72 11 9		
47. Bundall	24	28	52	18	26	44	12	19	31	1	...	...	...	...	...	1	112 19 11		
48. Bungeworgorai	10	10	20	10	8	18	6	5	11	...	...	1	...	...	...	1	72 14 6		
49. Bunya Creek	14	9	23	12	8	20	9	6	15	...	...	1	...	...	...	1	61 16 7		
50. Burpengary	25	23	48	20	20	40	13	14	27	1	...	...	...	...	...	1	107 9 5		
51. Bustard Head	6	5	11	3	3	6	3	2	5	...	...	1	...	...	...	1	28 18 2		
52. Byrnestown	36	28	64	27	21	48	17	14	31	1	...	...	...	...	...	1	126 14 2		
53. Callandoon	18	14	32	11	10	21	6	7	13	...	...	1	...	...	...	1	86 7 2		
54. Cambooya	19	16	35	15	14	29	11	11	22	1	...	...	...	...	...	1	101 7 1		
55. Camooweal	8	18	26	8	15	23	6	13	19	1	...	...	...	...	...	1	194 14 3		
56. Cania	13	14	27	12	13	25	8	9	17	...	...	1	...	...	...	1	96 12 1		
57. Caningera, Upper	14	10	24	11	7	18	9	5	14	...	...	1	...	...	...	1	73 4 7		
58. Canning Creek	12	6	18	11	6	17	8	5	13	1	...	...	...	...	...	1	102 17 5		
59. Cannon Vale	8	11	19	7	11	18	5	6	11	...	...	1	...	...	...	1	73 0 7		
60. Capella	42	43	85	33	32	65	27	26	53	1	1	...	...	...	...	2	173 8 0		
61. Cape Moreton	5	7	12	4	6	10	3	5	8	...	...	1	...	...	...	1	33 3 4		
62. Cardbeign	18	10	28	18	10	28	9	8	17	...	...	1	...	...	...	1	73 5 9		
63. Carney's Creek	13	10	23	11	7	18	7	5	12	1	...	...	...	...	...	1	89 6 3		
64. Carrington	18	15	33	16	13	29	11	9	20	...	...	1	...	...	...	1	82 13 11		
65. Castleton	6	7	13	5	5	10	4	4	8	...	...	1	...	...	...	1	44 16 1		
66. Cawdor	22	35	57	17	29	46	11	19	30	1	...	...	...	...	...	1	106 6 0		
67. Chambers Flat	11	10	21	9	10	19	8	7	15	...	...	1	...	...	...	1	72 17 1		
68. Charleston	14	10	24	12	7	19	10	5	15	1	...	...	...	...	...	1	141 2 2		
69. Charlwood	11	7	18	11	6	17	9	5	14	1	...	...	...	...	...	1	95 16 5	42 10 0	Opened 20th Jan., 1896.
70. Chelona	32	26	58	32	23	55	18	14	32	1	...	...	...	...	...	1	116 8 0		
71. Christmas Creek	22	26	48	19	23	42	10	14	24	1	...	...	...	...	...	1	89 4 3		
72. Clarendon	6	7	13	5	6	11	5	5	10	...	...	1	...	...	...	1	68 4 11		
73. Clyde Creek	10	19	29	10	17	27	8	15	23	1	...	...	...	...	...	1	96 15 9		
74. Coal Creek	12	14	26	10	13	23	7	11	18	...	...	1	...	...	...	1	72 14 1		
75. Coen	13	17	30	12	15	27	10	12	22	...	...	1	...	...	...	1	98 11 10		
76. Coleyville	15	14	29	14	14	28	11	10	21	1	...	...	...	...	...	1	97 18 2		
77. Columboola	11	9	20	11	9	20	10	8	18	...	...	1	...	...	...	1	40 5 7	40 0 0	Opened 20th July, 1896.
78. Coochin Creek	13	13	26	10	11	21	6	7	13	...	...	1	...	...	...	1	73 12 1		
79. Coolabunia	23	20	43	19	14	33	14	12	26	1	...	...	...	...	...	1	105 1 9	...	Full time from 28th Sept., 1896.
80. Cooran	54	49	103	34	38	72	22	26	48	1	...	...	...	...	...	1	180 19 6		
81. Cootharaba road	36	33	69	27	27	54	18	17	35	1	...	...	...	...	...	1	110 17 0		
82. Cordalba	39	49	88	35	45	80	26	32	58	1	...	...	1	...	...	2	192 13 1		
83. Cressbrook	7	3	10	7	3	10	5	3	8	...	...	...	...	...	...	...	8 9 0	...	Closed 7th Feb., 1896.
84. Crocodile Creek	29	20	49	25	17	42	17	13	30	1	...	...	...	...	...	1	109 10 0		
85. Croydon King	31	26	57	26	21	47	19	16	35	1	...	...	...	...	...	1	153 4 10		
86. Cumonju	33	28	61	30	25	55	19	16	35	1	...	...	...	...	...	1	107 8 7		
87. Curra	26	18	44	23	16	39	18	11	29	...	...	1	...	...	...	1	80 16 9		
88. Currigee	10	9	19	9	8	17	7	6	13	...	...	1	...	...	...	1	60 18 5		
89. Currumbin Creek	9	8	17	9	8	17	9	7	16	1	...	...	...	...	...	1	43 6 1	...	Opened 10th Aug., 1896.
90. Dahmongah	22	25	47	19	23	42	14	16	30	...	...	1	...	...	...	1	84 13 2		
91. Dalysford	14	12	26	14	10	24	11	8	19	...	...	1	...	...	...	1	78 8 9		

Table C—continued.

List of Provisional Schools, with the Attendance, Staff Employed, and Cost of Maintenance during 1888—continued.

Schools.	Annual Enrolment. Boys.	Annual Enrolment. Girls.	Annual Enrolment. Total.	Mean Quarterly Enrolment. Boys.	Mean Quarterly Enrolment. Girls.	Mean Quarterly Enrolment. Total.	Average Daily Attendance. Boys.	Average Daily Attendance. Girls.	Average Daily Attendance. Total.	Teachers. Males. [illegible]	Teachers. Males. [illegible]	Teachers. Females. [illegible]	Teachers. Females. [illegible]	Pupil Teachers. Males.	Pupil Teachers. Females.	Total.	Salaries and Allowances. £	s.	d.	Building, Furnishing, and Repairs. £	s.	d.	Remarks.
PROVISIONAL SCHOOLS—*continued.*																							
92. Darlington	35	33	68	31	19	50	19	10	29	1	.					1	108	18	8				
93. Deborah	9	12	21	7	10	17	6	8	14	1						1	88	4	8				
94. Deception Bay	6	18	24	5	15	20	8	10	18	...	..	1				1	90	8	9				
95. Deep Lead	34	26	60	27	18	45	19	14	33	1						1	120	8	9				
96. Delaney's Creek	11	14	25	10	18	28	8	10	18		...	1				1	74	19	7	38	15	0	
97. Diddillibah	24	25	49	16	18	34	10	12	22	1	.			.		1	100	18	11				
98. Djuan	18	15	33	14	13	27	10	10	20	1	...	.	..	.		1	108	8	8				
99. Doctor's Creek	17	23	40	15	29	44	9	20	29	1	.	...	...			1	114	9	9				
100. Doongal, Lower	14	10	24	13	8	21	10	5	15	.	.	1				1	77	5	9				
101. Double Island Point	4	5	9	3	5	8	3	5	8	.	.	1		.		1	67	10	11				
102. Douglas Creek	12	9	21	10	7	17	8	5	13		...	1				1	84	15	1				
103. Dow's Creek	12	17	29	11	17	28	8	14	22	.	.	1	..			1	81	11	7				
104. Drummer's Creek	21	15	36	16	11	27	11	7	18	.	...	1	...			1	79	11	6				
105. Duaringa	32	24	56	29	19	48	20	16	36	.	.	1			.	1	119	18	8				
106. Duingal	10	10	20	9	9	18	8	8	16	.	...	1				1	69	10	10	55	0	0	Opened 29th Aug., 1888.
107. Dulong	22	8	30	17	7	24	11	5	16			1				1	79	11	9				
108. Dundowran	20	17	37	19	16	35	12	10	22	..	.	1				1	81	9	9				
109. Dungeness	12	9	21	10	8	18	8	6	14			1	.			1	88	15	7				Opened 27th Feb., 1888.
110. Dunmora	20	16	36	16	9	25	11	5	16	1	...					1	108	11	6				
111. Durham	18	9	27	14	6	20	11	5	16	1	.	...			...	1	116	18	10				
112. East Prairie	8	7	15	7	7	14	6	5	11	.		1				1	108	8	10				
113. Eel Creek	4	8	12	3	8	11	3	7	10	1						1	71	10	5				
114. Eight-mile Plains	29	38	67	26	35	61	20	28	48				.				51	6	0				Closed 30th June, 1888.
115. Elbow Valley	24	13	37	22	11	33	15	7	22	..		1	.			1	89	17	11				
116. Electra	14	17	31	7	8	15	7	7	14		.	1				1	108	10	7				
117. Ellangowan	20	9	29	13	8	21	10	5	15	1	..		.			1	119	17	8				
118. Elphinstone	11	11	22	10	10	20	5	8	13	...	...	1				1	75	6	1				
119. Etna Creek	14	13	27	13	13	26	12	12	24	1	.	.		.	.	1	108	4	7				
120. Eton Vale	11	12	23	11	11	22	9	9	18		.	1	.		.	1	75	14	8				
121. Eulo	11	11	22	10	8	18	7	5	12		...	1	...		...	1	100	10	0				
122. Eumundi	13	23	36	11	18	29	7	12	19	.	.	1	.		...	1	79	19	9				
123. Eungella	9	12	21	7	11	18	7	10	17	1	...	...		...	..	1	101	18	6				
124. Euthulla	22	22	44	22	19	41	15	15	30	...	...	1	..	...	..	1	99	10	11				
125. Evelyn Scrub	11	6	17	10	6	16	9	6	15	...	...	1	..		...	1	63	8	8	48	1	8	Opened 21st Mar., 1888.
126. Evergreen	9	11	20	7	10	17	5	7	12	...	..	1	.	.	.	1	75	9	5				
127. Evlinton	18	20	38	14	16	30	10	10	20	...	...	1	..	..	...	1	78	7	8	50	0	0	
128. Fairhill	12	19	41	11	15	26	10	12	22	...	...	1	...	...	...	1	77	8	4				
129. Fairney View	23	16	39	20	12	32	12	9	21	1	...	...	...	...	...	1	87	8	5	...			Opened 30th Jan., 1888.
130. Fairymead	15	17	32	8	15	23	5	10	15	...	...	1	...	...	...	1	88	9	10	50	0	0	
131. Ferndale	19	12	31	15	10	25	10	7	17	...	...	1	..	..	...	1	74	18	1				
132. Flagstone Creek	16	19	35	14	13	27	9	7	16	1	...	...	...	...	...	1	96	17	7				

Flat-top	1	5	6	1	5	6	1	5	6	...	...	1	...	...	...	1	23 11 5		
Forbes Creek	12	5	17	12	4	16	8	3	11	...	...	1	...	...	...	1	73 12 10		
Fordsdale	22	14	36	16	11	27	14	10	24	1	...	...	...	...	...	1	104 13 2	12 7 0	
Forest Hill	28	28	56	24	24	48	15	15	30	...	...	1	...	...	...	1	68 0 8		
Freshwater	26	13	39	24	12	36	18	9	27	1	...	...	...	...	...	1	56 17 8	38 0 0	Opened 20th Aug., 1896.
Givelda	16	16	32	15	14	29	9	9	18	1	...	...	...	...	...	1	84 16 10	44 16 11	Opened 17th Feb., 1896.
139. Gladfield	21	23	44	17	22	39	10	12	22	...	...	1	...	...	...	1	84 8 9		
140. Glastonbury Creek	16	17	33	16	15	31	11	11	22	1	...	...	...	...	...	1	92 19 7		
141. Glenaven	9	16	25	7	14	21	4	11	15	1	...	...	...	...	...	1	93 16 10	3 15 0	
142. Gleneagle	16	21	37	15	19	34	8	12	20	...	...	1	...	...	...	1	74 16 6		
143. Glengallan	20	15	35	16	13	29	11	7	18	1	...	...	...	...	...	1	93 12 11		
144. Goganjo	19	15	34	17	13	30	11	10	21	1	...	...	...	...	...	1	99 16 0		
145. Golden Gate	48	57	105	34	35	69	27	27	54	1	...	...	1	...	...	2	187 2 7	50 0 0	Opened 18th Feb., 1896.
146 Gootchie	16	16	32	12	13	25	9	10	19	...	...	1	...	...	...	1	101 18 7	5 0 0	
147. Grantham Scrub	13	20	33	12	17	29	8	9	17	...	...	1	...	...	...	1	82 2 1	35 0 0	Opened 20th Jan., 1896.
148. Grass-tree	13	8	21	9	5	14	6	3	9	...	...	...	...	...	...	...	32 4 6	...	Closed 30th Sept., 1896.
149. Greenbank	12	12	24	10	9	19	7	6	13	...	...	1	...	...	...	1	74 3 10		
150. Greenwood	4	13	17	3	12	15	3	10	13	...	...	1	...	...	...	1	58 17 6		
151. Gregor's Creek	20	5	25	18	5	23	16	4	20	...	...	1	...	...	...	1	64 10 3	...	Opened 14th Feb., 1896.
152. Grosvenor Flat	13	8	21	12	8	20	9	5	14	1	...	...	...	...	...	1	93 13 3		
153. Gunalda	20	19	39	18	18	36	14	13	27	...	...	1	...	...	...	1	84 14 0		
154. Habana	21	25	46	16	19	35	12	13	25	...	...	1	...	...	...	1	83 4 3		
155. Hampden	21	13	34	19	11	30	13	8	21	1	...	...	...	...	...	1	104 3 10		
156. Helidon Scrub	15	22	37	13	20	33	9	10	19	...	...	1	...	...	...	1	76 4 9		
157. Hessenburg	19	21	40	16	18	34	11	11	22	1	...	...	...	...	...	1	122 3 1		
158. Hill-top	11	13	24	6	9	15	4	8	12	1	...	...	...	...	...	1	85 17 1		
159. Homestead	12	16	28	11	14	25	9	11	20	1	...	...	...	...	...	1	92 9 5		
160. Horn Island	9	13	22	6	9	15	5	6	11	1	...	...	...	...	...	1	...	...	Opened 28th July, 1896.
161. Horton	38	42	80	27	36	63	18	23	41	1	...	...	...	...	...	1	116 3 3		
162. Humpy Bong	6	15	21	4	13	17	4	10	14	...	...	1	...	...	...	1	57 13 10		
163. Hungerford	13	13	26	12	12	24	10	10	20	...	...	1	...	...	...	1	110 9 2		
164. Ilfracombe	26	36	62	19	29	48	13	20	33	1	...	...	...	...	...	1	122 13 10		
165. Inskip Point	2	6	8	2	6	8	2	5	7	...	...	...	...	...	...	...	4 2 1	...	Closed 7th Feb., 1896.
166. Irvingdale	12	16	28	9	13	22	5	7	12	...	...	1	...	...	...	1	72 11 6		
167. Isis, North	31	28	59	29	26	55	20	15	35	1	...	...	...	...	...	1	109 3 2		
168. „ South	16	30	46	13	24	37	9	19	28	1	...	...	...	...	...	1	94 0 0		
169. Ivory's Creek	13	7	20	12	6	18	10	5	15	...	...	1	...	...	...	1	74 1 0		
170. Jackson	22	21	43	21	19	40	17	15	32	...	...	1	...	...	...	1	84 5 5		
171. Jericho	40	42	82	30	36	66	23	28	51	...	...	1	...	...	...	1	130 7 11		
172. Jimboomba	17	24	41	16	21	37	12	15	27	1	...	...	...	...	...	1	104 18 5		
173. Jimbour	19	19	38	16	15	31	12	11	23	1	...	...	...	...	...	1	104 0 7		
174. Jondowaie	15	17	32	14	19	33	11	15	26	...	...	1	...	...	...	1	82 13 3		
175. Kalbar	12	12	24	11	11	22	9	10	19	...	...	1	...	...	...	1	75 10 11	...	Opened 26th Feb., 1896.
176. Kannagan	11	15	26	11	13	24	9	10	19	1	...	...	...	...	...	1	55 5 7	47 0 0	Opened 6th July, 1896.
177. Kedron, Upper	15	10	25	12	9	21	8	7	15	...	...	1	...	...	...	1	74 8 2		
178. Kelsey Creek	11	9	20	10	7	17	8	6	14	...	...	1	...	...	...	1	73 6 8		
179. Keppel Bay	14	9	23	10	7	17	8	6	14	...	...	1	...	...	...	1	42 3 1		
180. Kerry	14	12	26	12	10	22	8	6	14	...	...	1	...	...	...	1	70 9 0		
181. Kilcoy	30	26	56	23	24	47	16	16	32	...	...	1	...	...	...	1	89 6 0		
182. Kilkivan Junction	18	19	37	16	14	30	11	11	22	1	...	...	...	...	...	1	89 16 8	12 10 0	
183. Kincora	13	15	28	9	14	23	5	12	17	...	...	1	...	...	...	1	72 11 1		
184. Kingbombie	5	7	12	5	7	12	5	7	12	...	...	1	...	...	...	1	21 11 5	...	Opened 19th Aug., 1896.
185. King's Creek	25	22	47	21	19	40	14	13	27	1	...	...	...	...	...	1	93 1 4		
186. Kington	12	3	15	12	3	15	9	2	11	...	...	1	...	...	...	1	27 5 2	...	Re-opened, 6 July, 1896.
187. Kirk River	12	12	24	12	11	23	11	9	20	...		1	...	...	...	1	93 5 10		
188. Knapp's Creek	8	9	17	8	9	17	7	7	14	...	...	1	...	...	...	1	74 4 0		
189. Kobble Creek	15	19	34	14	17	31	10	12	22	1	...	...	...	...	...	1	103 10 8		
190. Kooroongarra, South	11	18	29	10	17	27	8	15	23	...	...	1	...	...	...	1	84 2 4		
191. Kumoon	15	8	23	15	7	22	11	5	16	...	...	1	...	...	...	1	19 1 6	...	Full-time, 28 Sept., 1896.
192. Lagoon Creek	20	10	30	18	9	27	11	6	17	1	...	...	...	...	...	1	84 9 7		

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1896—*continued.*

Schools.	Attendance, 1896.									Staff of Instructors, 1896.							Expenditure, 1896.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
193. Lagoon Flat	17	25	42	14	19	33	9	13	22	1	...	...	...	...	...	1	100 13 3		
194. Lagoon Pocket	32	24	56	28	20	48	23	15	38	...	...	1	...	...	...	1	99 6 10		
195. Landsborough	20	18	38	18	15	33	15	11	26	1	...	...	...	...	...	1	102 18 1		
196. Laura	19	16	35	16	12	28	14	11	25	1	...	...	...	...	...	1	121 7 11		
197. Limestone	11	9	20	9	8	17	7	6	13	...	...	1	...	...	...	1	82 3 8		
198. Limestone Ridges	14	12	26	13	11	24	9	8	17	...	...	1	...	...	...	1	72 17 4		
199. Lockyer	14	7	21	12	7	19	9	5	14	...	...	1	...	...	...	1	74 1 3		
200. Logan Reserve	17	20	37	15	19	34	10	12	22	1	...	...	...	...	...	1	82 6 2		
201. ,, Village	21	11	32	20	10	30	14	7	21	...	...	1	...	...	...	1	84 2 1		
202. Macalister	25	22	47	22	17	39	17	11	28	...	...	1	...	...	...	1	93 19 7		
203. McDonald's Flat	15	27	42	15	22	37	11	17	28	...	...	1	...	...	...	1	93 5 2		
204. Macknade	15	17	32	12	14	26	9	9	18	...	...	1	...	...	...	1	73 16 5		
205. Macrossan Bridge	20	18	38	17	12	29	12	6	18	1	...	...	...	...	...	1	124 3 11		
206. Mareeba	89	104	193	72	87	159	57	69	126	1	1	...	1	...	1	4	421 5 10	2 10 0	
207. Mareeba Gold Field	21	15	36	14	11	25	10	9	19	...	...	1	...	...	...	1	89 8 7		
208. Marian Mill	43	40	83	35	35	70	23	26	49	...	...	1	1	...	...	2	139 10 2		
209. Maroon	14	11	25	13	9	22	10	4	14	1	...	...	...	...	...	1	92 13 2		
210. Martintown	10	13	23	9	11	20	5	8	13	...	...	1	...	...	...	1	83 1 4	10 0 0	
211. Marton	19	15	34	18	13	31	14	11	25	...	...	1	...	...	...	1	93 2 2		
212. Maudsland	15	14	29	13	14	27	8	7	15	1	...	...	...	...	...	1	93 2 2		
213. Merryvale	14	10	24	12	9	21	9	7	16	...	...	1	...	...	...	1	75 11 9		
214. Milford	30	28	58	27	26	53	17	18	35	1	...	...	...	...	...	1	112 11 8		
215. Milsted	33	25	58	26	16	42	18	12	30	...	...	1	...	...	...	1	78 17 5		
216. Mirani	42	46	88	35	41	76	25	28	53	1	...	...	1	...	...	2	171 0 11		
217. Miva	12	14	26	9	12	21	7	9	16	...	...	1	...	...	...	1	87 4 2		
218. Mocatty's Corner	8	10	18	7	8	15	5	7	12	...	...	1	...	...	...	1	49 1 10		
219. Monal	56	46	102	49	35	84	34	26	60	...	...	1	1	...	...	2	177 16 6		
220. Monkey Waterholes	32	24	56	26	22	48	16	12	28	...	...	1	...	...	...	1	93 9 3		
221. Moolboolaman	10	6	16	9	6	15	6	4	10	...	...	1	...	...	...	1	36 15 9		
222. Mooloolah	12	12	24	12	11	23	9	9	18	...	...	1	...	...	...	1	83 16 2		
223. Mooloolah Plains	17	4	21	12	4	16	9	3	12	...	...	1	...	...	...	1	80 15 5		
224. Moombra	13	13	26	12	12	24	10	10	20	...	...	1	...	...	...	1	83 2 5		
225. Mondoolan	10	11	21	7	9	16	5	6	11	...	...	1	...	...	...	1	36 8 8		
226. Moorang	23	16	39	20	14	34	14	9	23	...	...	1	...	...	...	1	85 3 0		
227. Morinish	8	14	22	7	11	18	4	7	11	1	...	...	...	...	...	1	73 12 4		
228. Moss View	15	23	38	15	21	36	10	15	25	1	...	...	...	...	...	1	103 14 3		
229. Mountain View	33	38	71	32	36	68	21	25	46	1	...	...	1	...	...	2	172 7 11	20 0 0	
230. Mount Alford	23	22	45	19	18	37	14	12	26	...	...	1	...	...	...	1	83 9 1		
231. Mount Berryman	10	17	27	9	15	24	7	10	17	1	...	...	...	...	...	1	95 18 8		
232. Mount Bopple	24	22	46	19	19	38	11	12	23	1	...	...	...	...	...	1	103 11 7		
233. Mount Britten	7	8	15	7	8	15	5	7	12	...	...	1	...	...	...	1	83 8 10		

234. Mount Campbell	12	15	27	11	13	24	7	9	16	...	...	1	...	...	...	1	72	17	5				
235. Mount Cotton	10	15	25	8	14	22	8	11	19	1	...	...	...	...	...	1	88	16	6				
236. Mount Flinders	11	10	21	10	8	18	8	7	15	...	...	1	...	...	...	1	73	9	3				
237. Mount Forbes	11	15	26	11	15	26	9	14	23	1	...	...	...	...	...	1	18	16	3	46	4	0	Opened 10th Nov., 1896.
238. Mount French	18	20	38	15	16	31	10	11	21	...	...	1	...	...	...	1	72	9	3				
239. Mount Hedlow	24	13	37	20	12	32	16	10	26	1	...	...	...	...	...	1	106	1	6				
240. Mount Larcombe	10	9	19	10	9	19	9	8	17	...	...	1	...	...	...	1	33	10	9				
241. Mount Leyshon	16	25	41	14	22	36	6	14	20	...	...	...	...	...	...	...	52	8	3				
242. Mountside	14	9	23	13	9	22	11	7	18	...	...	1	...	...	...	1	73	12	2				
243. Mount Shamrock	19	7	26	14	7	21	12	5	17	...	...	1	...	...	...	1	55	2	2	...			Re-opened 7 April, 1896.
244. Mount Sylvia	30	35	65	25	30	55	18	22	40	1	...	...	...	...	...	1	114	5	8	5	2	6	
245. Mount Whitestone	17	28	45	15	25	40	10	18	28	1	...	...	...	...	...	1	102	18	5	4	2	6	
246. Muckadilla	20	17	37	18	14	27	9	11	20	1	...	...	...	...	...	1	113	6	9				
247. Mudgeraba	9	10	19	9	10	19	7	7	14	...	...	1	...	...	...	1	73	10	1				
248. Mudgeraba, Lower	16	15	31	13	13	26	10	9	19	...	...	1	...	...	...	1	91	19	3				
249. Mulga	11	15	26	8	12	20	5	10	15	...	...	1	...	...	...	1	63	11	5	...			Opened 23rd Mar., 1896.
250. Mundoo	18	15	33	16	14	30	11	9	20	1	...	...	...	...	...	1	102	8	6	2	2	0	
251. Mungindi	29	23	52	24	22	46	16	13	29	...	...	1	...	...	...	1	96	19	8				
252. Mungore	26	24	50	24	21	45	20	16	36	...	...	1	...	...	...	1	89	7	8	26	0	0	
253. Munna Creek	30	21	51	28	19	47	21	15	36	...	...	1	...	...	...	1	78	12	3				
254. Murray River	9	7	16	9	6	15	6	4	10	1	...	...	...	...	...	1	75	18	5				
255. Nambour	40	27	67	31	20	51	19	11	30	1	...	...	...	...	...	1	104	6	9				
256. Neardie	8	8	16	8	8	16	6	5	11	...	...	1	...	...	...	1	70	0	10				
257. Nellybri	3	5	8	3	5	8	8	4	7	1	...	...	...	...	...	1	80	8	0				
258. Retreat	2	5	7	2	5	7	2	4	6								...			...			Opened 14th Sept., 1896.
259. Nerang, Upper	38	27	65	31	23	54	18	13	31	...	...	1	...	...	...	1	90	15	7				
260. Neurum Creek	7	17	24	6	14	20	3	10	13	...	...	1	...	...	...	1	74	6	0	6	0	0	
261. New Zealand Gully	19	18	37	18	16	34	12	13	25	1	...	...	...	...	...	1	104	13	10				
262. Nigger Creek	24	22	46	19	17	36	16	12	28	...	...	1	...	...	...	1	99	1	7				
263. Normanby Gold Field	11	14	25	9	12	21	8	11	19	...	...	1	...	...	...	1	102	3	11				
264. North Eton	35	19	54	27	16	43	21	12	33	...	...	1	...	...	...	1	93	17	4				
265. North Maclean	9	12	21	9	10	19	7	8	15	1	...	...	...	...	...	1	92	14	2				
266. Northcote	15	19	34	13	17	30	7	10	17	1	...	...	...	...	...	1	116	7	6	37	10	0	
267. Norton	13	11	24	9	9	18	8	8	16	1	...	...	...	...	...	1	94	16	8				
268. Oakview	5	8	13	4	8	12	3	7	10	...	...	1	...	...	...	1	48	12	8				
269. Ormeau	19	19	38	15	16	31	11	11	22	1	...	...	...	...	...	1	99	1	9				
270. Palen Creek	10	13	23	8	12	20	6	9	15	...	...	1	...	...	...	1	73	17	2				
271. Paradise	47	39	86	40	33	73	30	22	52	1	...	...	1	...	...	2	187	6	7				
272. Park Ridge	11	12	23	9	11	20	6	8	14	...	...	1	...	...	...	1	73	14	4				
273. Peachester	13	17	30	8	14	22	5	9	14	...	...	1	...	...	...	1	72	17	4				
274. Pechey	15	16	31	13	14	27	11	10	21	1	...	...	...	...	...	1	99	18	4				
275. Pentland	36	25	61	25	18	43	22	15	37	1	...	...	...	...	...	1	124	12	9				
276. Perseverance Creek	23	17	40	22	13	35	15	10	25	...	...	1	...	...	...	1	69	6	2				
277. Pie Creek	19	14	33	14	10	24	9	7	16	...	...	1	...	...	...	1	73	17	11	42	10	0	Opened 17th Feb., 1896.
278. Pikedale No. 1	5	6	11	4	5	9	3	4	7	1	...	...	...	...	...	1	92	13	10				
279. Pikedale No. 2	4	7	11	3	7	10	3	6	9														
280. Pilton	12	6	18	11	6	17	10	5	15	...	...	1	...	...	...	1	72	15	4				
281. Pimpama Island	33	35	68	24	28	52	17	19	36	1	...	...	...	...	...	1	112	17	10				
282. Pine Creek	12	7	19	11	7	18	10	5	15	1	...	...	...	...	...	1	92	11	8				
283. Pine Ridge	10	11	21	9	9	18	8	8	16	...	...	1	...	...	...	1	74	10	2				
284. Pioneer's Rest	14	13	27	13	12	25	9	9	18	...	...	1	...	...	...	1	83	17	7				
285. Plainby	26	32	58	22	26	48	16	18	34	1	...	...	...	...	...	1	114	15	3				
286. Pleystowe	21	15	36	17	11	28	12	7	19	...	...	1	...	...	...	1	59	14	8	49	0	0	Opened 15th Apr., 1896.
287. Poybah	13	11	24	10	10	20	9	9	18	...	...	1	...	...	...	1	70	8	3	50	0	0	Opened 9th Mar., 1896.
288. Prairie	14	9	23	13	6	19	12	6	18	...	...	1	...	...	...	1	85	0	2				
289. Prenzlau	25	28	53	24	25	49	21	22	43	...	...	1	...	...	...	1	90	13	3				
290. Prestons	11	8	19	10	8	18	10	7	17	...	...	1	...	...	...	1	49	18	8	44	7	0	Opened 1st June, 1896.
291. Raglan Creek	28	23	51	24	19	43	16	14	30	1	...	...	...	...	...	1	98	14	6				
292. Ravensbourne	20	18	38	14	15	29	7	10	17	...	...	1	...	...	...	1	73	2	4				
293. Ravenswood Junction	31	34	65	24	26	50	17	16	33	1	...	...	...	...	...	1	136	14	0				

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1896—*continued.*

Schools.	Attendance, 1896.									Staff of Instructors, 1896.							Expenditure, 1896.						Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.			Building, Furnishing, and Repairs.			
										Males.		Females.											
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£	s.	d.	£	s.	d.	
PROVISIONAL SCHOOLS—*continued.*																							
294. Razorback	19	6	25	19	6	25	16	5	21	...	...	1	...	...	...	1	24	12	2	31	5	0	Opened 1st Oct., 1896.
295. Redcliffe	36	23	59	25	15	40	17	11	28	1	...	...	...	...	...	1	102	19	3				
296. Reid's Creek	14	11	25	12	9	21	9	7	16	...	...	1	...	...	...	1	73	8	4				
297. Reid River	31	18	49	25	15	40	18	11	29	...	...	1	...	...	...	1	95	6	3				
298. Richmond	21	23	44	17	22	39	14	20	34	1	...	...	...	...	...	1	132	2	0				
299. Ripple Creek	27	17	44	24	15	39	16	10	26	...	...	1	...	...	...	1	93	15	4				
300. Rochford	21	20	41	16	15	31	12	10	22	...	...	1	...	...	...	1	90	19	5				
301. Rocksberg	13	10	23	10	7	17	8	5	13	...	...	1	...	...	...	1	72	15	0				
302. Rodger's Creek	10	11	21	8	10	18	6	7	13	...	...	1	...	...	...	1	68	14	9				
303. Rolleston	19	10	29	16	9	25	14	7	21	...	...	1	...	...	...	1	74	5	11				
304. Rookwood	11	7	18	11	6	17	10	5	15	...	...	1	...	...	...	1	72	16	8				
305. Ropely	50	51	101	36	37	73	20	22	42	...	...	1	...	...	...	1	92	19	8				
306. Rosalie Plains	19	8	27	17	7	24	12	4	16	...	...	1	...	...	...	1	74	9	2				
307. Rosedale	34	23	57	28	18	46	15	11	26	1	...	...	...	...	...	1	54	8	2	...			Opened 6th July, 1896.
308. Rosehill	20	21	41	17	15	32	11	9	20	...	...	1	...	...	...	1	77	4	10				
309. Rosemount	15	12	27	11	11	22	6	9	15	...	...	1	...	...	...	1	74	14	11				
310. Ross River	15	22	37	13	19	32	8	14	22	...	...	1	...	...	...	1	93	1	11				
311. Samson Creek	17	27	44	14	22	36	9	13	22	...	...	1	...	...	...	1	69	6	1				
312. Sandhills	30	13	43	26	12	38	19	9	28	1	...	...	...	...	...	1	105	2	9				
313. Sandy Cape	9	5	14	7	5	12	5	5	10	...	...	1	...	...	...	1	41	5	9				
314. Sarabah	14	6	20	13	5	18	10	4	14	...	...	1	...	...	...	1	74	2	6				
315. Scrub Creek	16	18	34	15	16	31	10	9	19	...	...	1	...	...	...	1	80	17	2				
316. Scrubby Mount	23	14	37	20	13	33	14	11	25	...	...	1	...	...	...	1	87	10	9	...			Opened 3rd Feb., 1896.
317. Sellheim	40	34	74	30	28	58	23	20	43	1	...	...	...	...	...	1	122	7	7				
318. Severn River	16	11	27	12	10	22	10	7	17	...	...	1	...	...	...	1	81	4	5				
319. Sheep Station Creek	11	11	22	10	10	20	9	8	17	...	...	1	...	...	...	1	75	14	3				
320. Short Cut	12	16	28	12	15	27	10	13	23	...	...	1	...	...	...	1	83	5	0				
321. Silverwood	11	12	23	11	10	21	7	5	12	...	...	1	...	...	...	1	73	11	9	41	4	6	
322. Silver Spur	10	20	30	8	13	21	6	9	15	...	...	1	...	...	...	1	80	8	9				
323. Slack's Creek	15	14	29	14	13	27	11	10	21	...	...	1	...	...	...	1	81	14	8				
324. Southern Cross	19	18	37	13	14	27	9	11	20	1	...	...	...	...	...	1	113	11	5				
325. Spring Flat	10	13	23	9	12	21	6	9	15	...	...	1	...	...	...	1	73	19	7				
326. Springside	39	29	68	38	28	66	25	23	48	1	...	...	...	...	...	1	116	8	1	6	18	0	
327. Stanmore	10	13	23	9	11	20	5	6	11	...	...	1	...	...	...	1	68	14	7				
328. Stewart's Creek	17	18	35	14	16	30	11	13	24	1	...	...	...	...	...	1	112	15	3				
329. St. Ruth	9	10	19	8	8	16	6	7	13	1	...	...	...	...	...	1	83	5	9				
330. Stockleigh	8	4	12	8	4	12	7	3	10	...	...	1	...	...	...	1	47	16	6				
331. Stony Creek	11	3	14	7	2	9	5	2	7	...	...	1	...	...	...	1	32	5	4				
332. Summerhill	19	14	33	17	11	28	13	9	22	...	...	1	...	...	...	1	79	14	1				
333. Table-Top...	20	16	36	16	13	29	12	11	23	...	...	1	...	...	...	1	115	6	4				
334. Tambourine	18	24	42	15	18	33	10	12	22	...	...	1	...	...	...	1	86	18	10				
335. Tate Tin Mines	10	6	16	9	6	15	8	5	13	1	...	...	...	...	...	1	122	15	2				

336. Teebar East	20	18	38	13	14	27	8	9	17	...	...	1	...	...	...	1	78 8 8		
337. Tegege Plantation	13	6	19	12	5	17	10	4	14	...	...	1	...	...	...	1	65 11 6		
338. Teutoburg	17	9	26	11	6	17	7	4	11	...	...	1	...	...	...	1	66 15 2		
339. Teviot	11	9	20	10	7	17	7	4	11	...	...	1	...	...	...	1	68 7 6		
340. Teviot Junction	11	12	23	10	11	21	7	6	13	...	...	1	...	...	...	1	72 11 3		
341. Texas	39	20	59	28	15	43	18	9	27	1	...	...	...	...	...	1	119 0 8		
342. Thane's Creek	32	16	48	30	11	41	23	8	31	...	...	1	...	...	...	1	91 4 3		
343. The Glen	5	14	19	5	12	17	4	11	15	1	...	...	...	...	...	1	86 17 4		
344. The Leap	12	9	21	10	8	18	5	6	11	...	...	1	...	...	...	1	70 12 2		
345. The Springs	34	19	53	26	14	40	16	8	24	...	...	1	...	...	...	1	78 10 11		
346. Tipton	6	8	14	4	7	11	3	6	9	...	...	1	...	...	...	1	32 13 7		
347. Toonpan	13	10	23	13	9	22	10	8	18	...	...	1	...	...	...	1	83 18 1		
348. Toorbul	22	16	38	19	12	31	13	8	21	...	...	1	...	...	...	1	77 10 6		
349. Torrens Creek	19	19	38	14	16	30	11	11	22	...	...	1	...	...	...	1	84 12 5	11 17 0	
350. Townson	9	13	22	9	12	21	6	7	13	...	...	1	...	...	...	1	72 11 5		
351. Traveston...	17	9	26	14	8	22	9	4	13	...	...	1	...	...	...	1	72 14 9		
352. Traveston Siding	11	8	19	11	7	18	10	7	17	...	...	1	...	...	...	1	37 4 6	...	Opened 4th Aug., 1896.
353. True Blue	19	29	48	15	19	34	10	13	23	1	...	...	...	...	...	1	130 10 11		
354. Ulam South...	19	9	28	15	7	22	10	4	14	...	...	1	...	...	...	1	74 18 10	0 10 0	
355. Ulam Upper	17	16	33	12	13	25	10	11	21	1	...	...	...	...	...	1	99 9 4		
356. Upper North Pine	56	44	100	48	39	87	32	26	58	1	...	...	1	...	...	2	155 15 0		
357. Victoria Plantation	24	14	38	24	14	38	17	9	26	...	...	1	...	...	...	1	93 12 9	50 0 0	
358. Villeneuve	10	17	27	8	13	21	6	10	16	...	...	1	...	...	...	1	73 0 9		
359. Wararaba...	18	18	36	16	16	32	12	13	25	...	...	1	...	...	...	1	68 19 8		
360. Warden Bend	15	7	22	14	7	21	11	6	17	1	...	...	...	...	...	1	102 7 0		
361. Watawa	35	37	72	32	35	67	20	21	41	...	...	1	...	...	...	1	86 10 7		
362. Welcome Pocket	6	11	17	5	9	14	4	8	12	...	...	1	...	...	...	1	71 9 2		
363. Westbrook	11	22	33	9	19	28	7	14	21	...	...	1	...	...	...	1	79 14 6		
364. Westbury	7	8	15	7	7	14	6	6	12	...	...	1	...	...	...	1	53 1 10		
365. West Haldon	12	9	21	11	9	20	9	8	17	1	...	...	...	...	...	1	76 3 9	9 0 0	Opened 7th Apr., 1896.
366 West Prairie	13	8	21	9	7	16	8	6	14	1	...	...	...	...	...	1	78 8 3	...	Re-opened 10th Feb., 1896.
367. Whichello	13	15	28	11	11	22	9	6	15	1	...	...	...	...	...	1	95 2 10		
368. Widgee	14	6	20	11	5	16	10	5	15	1	...	...	...	...	...	1	88 19 5		
369. Wilsonton	51	72	123	39	54	93	31	41	72	1	...	...	1	...	...	2	187 19 3		
370. Windorah	12	16	28	7	11	18	4	6	10	1	...	...	...	...	...	1	111 4 0		
371. Wolffdene	14	24	38	12	19	31	9	13	22	...	...	1	...	...	...	1	84 6 2		
372. Woodstock	28	24	52	27	23	50	16	14	30	...	...	1	...	...	...	1	94 0 5		
373. Woolmar	21	18	39	19	15	34	12	11	23	...	...	1	...	...	...	1	83 6 4		
374. Woowoonga	32	22	54	26	21	47	14	14	28	...	...	1	...	...	...	1	84 4 2		
375. Wright's Creek	24	26	50	19	19	38	12	14	26	...	...	1	...	...	...	1	92 13 2	50 0 0	
376. Wycarbah	21	13	34	19	10	29	13	7	20	1	...	...	...	...	...	1	94 5 11		
377. Wyreema	17	16	33	13	14	27	10	12	22	...	...	1	...	...	...	1	81 6 7		
378. Yamsion	10	12	22	9	11	20	6	7	13	1	...	...	...	...	...	1	92 12 3		
379. Yandaran Creek	8	9	17	7	8	15	5	5	10	...	...	1	...	...	...	1	66 10 9		
380. Yandilla	18	17	35	15	12	27	11	10	21	1	...	...	...	...	...	1	103 0 2		
381. Yandina	24	39	63	17	31	48	12	22	34	1	...	...	...	...	...	1	110 0 6		
382. Yingerbay	14	18	32	10	13	23	10	12	22	...	...	1	...	...	...	1	72 19 9		
SCHOOLS AT REFORMATORY AND BENEVOLENT ESTABLISHMENTS.																			
Deebing Creek	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	40 14 11		
Lytton Stockade	105	...	105	76	...	76	64	...	64	1	...	...	...	...	...	1	64 0 5		
Murray Island	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	2 0 4		
Myora	11	17	28	8	14	22	6	11	17	1	...	...	...	...	...	1	48 2 0	0 18 0	
TOTALS:—																			
STATE	40,430	36,754	77,184	31,851	29,196	61,047	24,314	21,692	46,006	333	177	52	391	141	230	1,324	146,311 6 6	12,880 5 5	
PROVISIONAL	6,962	6,501	13,463	5,837	5,514	11,351	4,234	3,995	8,229	141	2	232	13	...	1	389	32,735 16 3	1,351 6 2	
BENEVOLENT AND REFORMATORY ESTABLISHMENTS	116	17	133	84	14	98	70	11	81	4	...	...	...	...	...	4	154 17 8	0 18 0	
GRAND TOTALS	47,508	43,272	90,780	37,772	34,724	72,496	28,618	25,698	54,316	478	179	284	404	141	231	1,717	179,202 0 5	14,232 9 7	

Table D.

Year.	Gross Enrolment.	Net Enrolment.	Average Daily Attendance.	Increase. Gross Enrolment.	Increase. Net Enrolment.	Increase. Average Daily Attendance.
1891	77,137	67,931	45,004	...	...	...
1892	78,889	70,495	45,975	1,752	2,564	971
1893	78,330	70,445	44,432	*559	*50	*1,543
1894	76,039	67,726	45,050	*2,291	*2,719	618
1895	82,837	74,542	48,270	6,798	6,816	3,220
1896	90,780	81,754	54,316	7,943	7,212	6,046

* Decrease owing to raising of minimum age from *five* to *six*, and to general financial depression.

Table E.

Classification of Children.

—	Year.	Children.			Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Classes in Operation at the close of the year	1887	...	...	...	500	490	514	478	471	494	416	411	442	207	201	324	37	37	54	...	...	...
	1888	...	...	...	530	506	580	505	504	532	469	468	496	303	303	330	59	59	65	...	...	...
	1889	...	...	...	566	545	566	541	540	566	503	502	528	360	359	385	56	57	72	...	...	...
	1890	...	...	...	603	584	603	550	552	574	489	491	513	433	433	459	82	82	101	...	...	...
	1891	...	...	...	609	596	609	576	576	602	531	531	557	366	366	392	91	92	115	...	...	...
	1892	...	...	...	639	620	657	558	541	603	492	492	559	448	468	526	281	207	348	78	73	112
	1893	...	...	...	681	665	691	618	617	643	574	574	600	489	487	514	385	384	410	153	154	175
	1894	...	...	...	682	665	691	637	636	663	617	616	642	480	479	505	353	352	377	170	171	192
	1895	...	...	...	721	704	731	685	684	711	629	628	655	557	556	583	370	369	395	178	169	191
	1896	...	...	...	752	789	765	688	685	711	675	673	698	576	578	599	393	390	415	177	178	198
Average Age in years of the Children enrolled at the close of the year	1887	...	...	...	7·15	7·15	...	10·00	10·00	...	12·12	12·00	...	13·43	13·40	...	14·40	14·15	...	...	...	...
	1888	...	...	...	7·16	7·18	...	9·77	9·96	...	12·00	12·05	...	13·22	13·24	...	14·48	14·45	...	...	...	...
	1889	...	...	...	7·02	7·10	...	9·99	10·03	...	11·85	12·20	...	13·42	13·41	...	14·70	15·12	...	...	...	...
	1890	...	...	...	7·42	7·51	...	10·60	10·60	...	12·10	12·30	...	14·30	14·21	...	14·00	14·85	...	...	...	...
	1891	...	...	...	7·31	7·17	...	10·16	9·98	...	12·06	12·03	...	13·44	13·50	...	14·17	14·79	...	...	...	...
	1892	...	...	...	7·02	7·14	...	9·57	9·53	...	11·88	11·23	...	12·40	12·09	...	13·45	13·56	...	14·36	14·69	...
	1893	...	...	...	7·32	7·21	...	9·57	9·51	...	11·08	11·19	...	12·39	12·42	...	13·00	13·16	...	14·03	14·24	...
	1894	...	...	...	7·47	7·37	...	9·29	9·33	...	11·11	11·04	...	12·41	12·42	...	13·22	13·41	...	14·50	13·90	...
	1895	...	...	...	7·05	7·03	...	9·28	9·21	...	10·30	10·90	...	12·91	12·47	...	13·50	13·50	...	15·75	15·31	...
	1896	...	...	...	6·62	6·88	...	9·16	9·23	...	10·95	10·55	...	12·31	12·25	...	13·46	13·66	...	14·56	14·57	...

Average Time in Class, in months, of the Children enrolled at the close of the year	1887	...	...	...	11·85	10·72	...	12·00	11·05	...	10·74	10·61	...	11·55	12·62	...	8·41	8·87	...	...	...	...
	1888	...	...	...	11·93	11·92	...	13·72	11·68	...	10·60	10·61	...	11·66	12·90	...	11·02	10·18	...	...	...	...
	1889	...	...	...	12·37	12·27	...	11·98	11·83	...	10·52	10·82	...	12·07	12·33	...	10·68	14·73	...	...	...	...
	1890	...	...	...	12·94	12·61	...	12·94	12·18	...	12·00	11·57	...	12·68	12·70	...	11·50	13·15	...	...	...	...
	1891	...	...	...	13·14	12·87	...	12·18	11·89	...	11·25	11·38	...	12·80	13·11	...	10·00	10·64	...	...	...	...
	1892	...	...	...	13·43	13·27	...	10·75	11·02	...	13·90	13·90	...	15·62	15·98	...	15·18	15·64	...	11·13	11·90	...
	1893	...	...	...	14·11	13·58	...	9·89	9·71	...	9·66	9·53	...	11·12	11·63	...	10·53	11·08	...	9·75	10·43	...
	1894	...	...	...	13·46	12·91	...	9·24	9·08	...	10·45	10·46	...	11·72	12·10	...	11·99	11·95	...	13·65	13·47	...
	1895	...	...	...	9·18	8·72	...	10·56	10·43	...	10·35	10·24	...	11·16	10·99	...	12·07	12·64	...	12·08	13·77	...
	1896	...	...	...	10·21	9·82	...	10·19	10·09	...	9·78	9·74	...	10·85	10·11	...	9·80	10·45	...	11·96	10·84	...
Number of Children enrolled at the close of the year	1887	25,276	23,193	48,469	11,179	10,099	21,278	8,015	7,297	15,312	3,782	3,767	7,549	2,038	1,805	3,843	262	225	487	...	...	...
	1888	26,739	24,302	51,041	11,674	10,401	22,075	8,399	7,581	15,980	4,104	4,101	8,205	2,286	1,902	4,188	276	317	593	...	...	...
	1889	28,550	26,014	54,564	12,197	10,902	23,099	9,039	8,267	17,305	4,471	4,376	8,847	2,532	2,183	4,715	312	286	598	...	...	...
	1890	29,209	26,928	56,137	12,427	11,434	23,861	8,939	8,225	17,164	4,853	4,595	9,448	2,513	2,228	4,741	477	446	923	...	...	...
	1891	30,650	28,039	58,689	12,767	11,514	24,281	9,503	8,696	18,199	5,064	4,852	9,916	2,748	2,466	5,214	568	511	1,079	...	...	...
	1892	31,732	29,339	61,071	14,199	12,777	26,976	6,411	6,225	12,636	4,643	4,149	8,792	3,820	3,671	7,491	2,166	2,073	4,239	493	444	937
	1893	31,172	28,388	59,560	12,689	10,926	23,615	7,005	6,761	13,766	4,952	4,552	9,504	3,517	3,242	6,759	2,226	2,197	4,423	783	710	1,493
	1894	31,104	28,746	59,850	9,661	8,783	18,444	8,677	8,258	16,935	6,377	5,937	12,314	3,532	3,076	6,608	2,127	1,946	4,073	774	795	1,569
	1895	34,457	31,413	65,870	11,399	9,888	21,287	9,507	8,568	18,075	6,869	6,617	13,486	3,965	3,810	7,775	1,982	1,798	3,780	735	732	1,467
	1896	37,450	34,206	71,656	13,231	11,738	24,969	8,555	7,756	16,311	8,066	7,504	15,570	4,648	4,334	8,982	2,250	2,119	4,369	700	755	1,455
Percentages of the Children enrolled at the close of the year	1887	52·15	47·85	100	44·23	43·54	43·89	31·71	31·46	31·59	14·96	16·24	15·57	8·06	7·78	7·92	1·03	0·97	1·00	...	...	...
	1888	52·38	47·62	100	43·65	42·80	43·24	31·41	31·19	31·31	15·31	16·80	16·07	8·55	7·82	8·20	1·03	1·34	1·16	...	...	...
	1889	52·33	47·67	100	43·42	41·91	42·34	31·61	31·78	31·71	15·66	16·82	16·21	8·86	8·39	8·64	1·08	1·10	1·09	...	...	...
	1890	52·03	47·97	100	42·54	42·46	42·50	30·60	30·54	30·57	16·60	17·06	16·83	8·60	8·27	8·44	1·63	1·65	1·64	...	...	...
	1891	52·22	47·78	100	41·56	41·07	41·37	31·00	31·00	31·00	16·52	17·30	16·89	8·96	8·79	8·88	1·85	1·82	1·84	...	...	...
	1892	51·95	48·05	100	44·74	43·54	44·17	20·20	21·22	20·69	14·63	14·14	14·39	12·04	12·51	12·26	6·82	7·06	6·94	1·55	1·51	1·53
	1893	52·33	47·67	100	40·70	38·48	39·64	22·47	23·81	23·11	15·88	16·03	15·95	11·28	11·42	11·34	7·14	7·74	7·42	2·51	2·50	2·51
	1894	51·97	48·03	100	31·01	30·50	30·76	27·85	28·66	28·24	20·49	20·65	20·57	11·33	10·67	11·01	6·83	6·76	6·80	2·49	2·76	2·62
	1895	52·31	47·69	100	33·09	31·44	32·31	27·60	27·28	27·44	19·94	21·07	20·48	11·50	12·14	11·80	5·73	5·73	5·74	2·14	2·34	2·23
	1896	52·11	47·89	100	35·49	34·46	35·00	22·58	22·71	22·78	21·51	21·88	21·70	12·28	12·70	12·47	6·00	6·12	6·05	1·87	2·13	2·00

The following Table exhibits the Number of Classes Taught during 1894, 1895, and 1896, from a different point of view:—

—	CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.			CLASS VI.		
	1894. Schools 698.	1895. Schools 738.	1896. Schools 772.	1894. Schools 698.	1895. Schools 738.	1896. Schools 772.	1894. Schools 696.	1895. Schools 738.	1896. Schools 772.	1894. Schools 698.	1895. Schools 738.	1896. Schools 772.	1894. Schools 698.	1895. Schools 738.	1896. Schools 772.	1894. Schools 698	1895. Schools 738.	1896. Schools 772.
Mixed Classes	656	694	726	610	658	662	590	602	650	454	530	550	328	344	368	149	146	157
Boys' Classes	26	27	26	27	27	26	27	27	25	26	27	26	25	26	25	21	22	20
Girls' Classes	9	10	13	26	26	23	25	26	23	25	26	23	24	25	22	22	23	21
TOTALS	691	731	765	663	711	711	642	655	698	505	583	599	377	395	415	192	191	198

Table F.

TEACHERS EMPLOYED.

Classification.	MALES.			FEMALES.		
	Employed at the end of 1896.	Left the Service during 1896.	Promoted during 1896.	Employed at the end of 1896.	Left the Service during 1896.	Promoted during 1896.
Class I.—						
Division 1	10	1	0	1	0	0
„ 2	3	0	0	0	0	0
„ 3	5	1	2	0	0	0
Class II.—						
Division 1	113	1	10	13	0	0
„ 2	38	0	5	9	0	3
„ 3	22	0	4	11	0	1
Class III.—						
Division 1	134	2	7	167	4	7
„ 2	92	5	30	146	6	32
„ 3	43	1	16	69	5	26
Total Classified Teachers ...	460	11	74	416	15	69
Unclassified	5	0	0	12	3	0
Teachers in Unclassified State Schools	47	0	1	14	0	1
Pupil Teachers :—						
Class 4	6	0	6	16	0	15
„ 3	11	0	10	11	0	9
„ 2	14	2	14	30	1	30
„ 1	35	6	32	36	0	35
„ 0 (*i.e.*, on probation) ...	75	7	0	137	22	0
Total Pupil Teachers ...	141	15	62	230	23	89
Total Teachers Employed in State Schools	653	26	137	672	41	159
Teachers Employed in Provisional Schools	141	10	1	245	29	2
Teachers in Benevolent and Penal Establishments	4	0	0	0	0	0
Total Teachers Employed ...	798	36	138	917	70	161

Table G.

Detailed Statement of Schools Opened during the Year, together with such Schools as were Ready for Opening in January 1897

Localities.	Description.	Cost of Building.	Local Subscriptions received to 31-12-96.	Remarks.
STATE.		£ s. d.	£ s. d.	
Eight-Mile Plains	Wood	346 0 0	40 0 0 29 4 0	Allowed for old building Cash. Opened 6th July, 1896.
Crescent Lagoon	„	772 0 0	40 0 0 114 8 0	Allowed for land Cash Opened 6th July, 1896.
Wynnum	„	730 0 0 175 0 0 (for site)	172 0 0	Opened 24th February, 1896.
		Grant in aid of Cost of Building.		
PROVISIONAL.				
Alligator Creek	Wood	50 0 0	...	Opened 14-9-96.
Annievale	„	...	...	„ 2-3-96.
Beranga Bridge	„	47 15 0	...	„ 21-8-96.
Bergen	„	50 0 0	...	„ 3-8-96.
Bidwell	„	48 19 6	...	„ 27-4-96.
Blackbutt	„	39 17 6	...	„ 20-1-96.
Brigalow Gully	„	45 0 0	...	„ 6-7-96.
Charlwood	„	42 10 0	...	„ 20-1-96.
Columboola	„	40 0 0	...	„ 20-7-96.
Coolabunia	„	...	...	Full time from 28-9-96.
Currumbin Creek	„	...	...	Opened 10-8-96.
Duingal	„	33 0 0	...	„ 25-8-96.
Dungeness	„	...	...	„ 27-2-96.
Evelyn Scrub	„	42 1 3	...	„ 31-3-96.
Fairney View	„	35 0 0	...	„ 20-1-96.
Freshwater	„	38 0 0	...	„ 20-8-96.
Givelda	„	44 16 11	...	„ 17-2-96.
Golden Gate	„	50 0 0	...	„ 18-2-96.
Grantham Scrub	„	35 0 0	...	„ 20-1-96.
Gregor's Creek	„	...	...	„ 14-2-96.
Horn Island	„	...	...	„ 28-7-96.
Kalbar	„	...	...	„ 26-2-96.
Kannagan	„	47 0 0	...	„ 6-7-96.
Kingbombie	„	...	...	„ 19-8-96.
Kington	„	...	...	Re-opened 6-7-96.
Kunioon	„	...	...	Full time from 28-9-96.
Mount Forbes	„	46 4 0	...	Opened 10-11-96.
Mount Shamrock	„	...	...	Re-opened 7-4-96.
Mulga	„	50 0 0	...	Opened 23-3-96.
Retreat	„	...	...	Opened 14-9-96, as half-time school with Nellybri.
Pie Creek	„	42 10 0	...	Opened 17-2-96.
Pleystowe	„	49 0 0	...	„ 15-4-96.
Poybah	„	50 0 0	...	„ 9-3-96.
Prestons	„	44 7 0	...	„ 1-6-96.
Razorback	„	31 5 0	...	„ 1-10-96.
Rosedale	„	...	...	„ 6-7-96.
Scrubby Mount	„	50 0 0	...	„ 3-2-96.
Graveston Siding	„	...	...	„ 4-8-96.
West Haldon	„	9 0 0	...	„ 7-4-96.
West Prairie	„	...	...	Re-opened 10-2-96
READY FOR OPENING (Nil).				

J. W. C. DRANE,
Accountant.

Table H.

List, with Particulars, of Schools in Course of Erection, or in reference to which Action was taken during the Year 1896.

Localities.	Description.	Estimated Attendance.	Cost, or Estimated Cost.			Local Subscriptions.			Remarks.
State Schools.			£	s.	d.	£	s.	d.	
Apple-tree Creek (Isis) ...	Wood	80	531	15	0	*42 †68	3 0	7 0	State school approved to supersede the present Provisional school. Tenders opened on the 31st of December, 1896.
Bollon	”	30	...			...			Committee asked whether they will furnish the necessary local subscriptions to enable a State school to be established.
Brandon (Lower Burdekin)	”	37	...			...			State school approved to supersede the present Provisional school. Works Department requested to value the Provisional school premises for State school purposes, and to furnish plans and estimates of cost of State school buildings.
Bucca Crossing (Kolan River)	”	37	...			...			State school approved to supersede the present Provisional school. Works Department requested to prepare plans and estimates of cost of State school buildings.
Cooran (North Coast Line)	”	48	...			...			Permanence of attendance uncertain. Question of establishing a State school to supersede the present Provisional school deferred for the present.
Cumonju (Gin Gin) ...	”	35	650	0	0	...			An attendance sufficient to warrant the establishment of a State school to supersede the present Provisional school not yet assured. Committee to renew application.
Horton (Isis)	”	41	448	0	0	...			State school approved to supersede present Provisional school. Plans and estimates of State school buildings prepared. Further action in abeyance pending decision *re* site.
Ilfracombe	”	33	...			...			Committee advised no urgent necessity for a larger school. Question of State school must remain in abeyance for the present.
Isis North	”	35	528	0	0	‡32	0	0	State school approved to supersede the present Provisional school. Provisional school premises valued for State school purposes. Committee furnished with the estimated cost of State school buildings, and invited to pay the necessary local subscriptions.
Jericho	”	51	450	0	0	†45	19	0	State school approved to supersede the present Provisional school. Works Department requested to invite tenders for State school buildings.
Lagoon Reserve (Mackay)	”	100	...			...			State school not warranted in view of the existing schools in the neighbourhood.
Monal	”	60	...			...			Establishment of State school postponed until the permanence of the population is more fully assured.
Mossman River (Port Douglas)	”	75	...			§10	0	0	State school approved. Plans and estimates of cost of State school buildings to be prepared as soon as a site is secured.
Proserpine Lower (Bowen)	”	35	...			...			Prospective attendance does not warrant a State school. Provisional school approved on usual conditions.
Ravenswood Junction (Northern Railway)	”	33	...			...			State school approved to supersede the present Provisional school. Works Department requested to value present premises for State school purposes, and to furnish plans and estimates of cost of State school buildings.
Sellheim (Charters Towers)	”	43	680	0	0	...			State school approved to supersede the present Provisional school. Committee supplied with estimate of cost of State school buildings, and asked to furnish the necessary local subscriptions.
Watawa (Bundaberg) ...	”	41	...			...			Matter referred to the District Inspector for inquiry and report.
Westbrook	”	55	...			...			Usual forms of application for a State school sent.
Wilsonton (Toowoomba)	”	72	...			7	0	0	State school approved to supersede present Provisional school. Lands Department requested to have site surveyed. Further action in abeyance pending conveyance of site to the Secretary for Public Instruction.

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* Cash. † Allowed for old building. ‡ Allowed for land. § Allowed for value of land.

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1896—*continued.*

Localities.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
PROVISIONAL SCHOOLS.			£ s. d.	£ s. d.	
Atherton	...	...	...	...	Provisional school approved. Usual information supplied.
Ayton	...	...	...	...	Provisional school approved. To be opened after the summer vacation.
Balfe's Creek (Northern Railway)	...	...	...	...	Provisional school approved. Residents to provide and furnish a suitable building.
Bimla Settlement (Longreach)	...	...	...	...	Usual forms of application for a Provisional school sent.
Birdsville	...	...	...	...	Usual forms of application for a Provisional school sent.
Boolboonda (Mount Perry Line)	...	...	...	...	Provisional school approved. Building in course of erection.
Bothwell (Isis Scrub)	...	...	...	...	Usual forms of application for a Provisional school sent.
Broxburn (Pittsworth)	...	...	...	...	Provisional school approved. Usual information supplied.
Bungil (Roma)	...	...	...	...	Usual forms of application for a Provisional school sent.
Caloundra	...	...	...	...	Prospective attendance does not warrant a school.
Chatsworth (Gympie)	...	...	...	...	Circumstances do not warrant a school.
Cooper's Creek (Windorah)	...	...	...	...	Suggested to committee that a school at Cooper's Creek be worked as a half-time school in conjunction with the school at Windorah.
Coowoonga (Emu Park Line)	...	...	...	...	Provisional school approved. Usual information supplied.
Cross Roads (Esk)	...	...	...	...	Provisional school approved. Usual information supplied.
Domville	...	...	...	...	Special Provisional school approved. To be opened after the summer vacation.
Dry Paddock (Yandilla)	...	...	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building.
Ealing Park (Capella)	...	...	...	...	Provisional school approved. Usual information supplied.
Eudlo (North Coast Line)	...	...	...	...	Provisional school approved. Usual information supplied.
Gindie Siding (Springsure)	...	...	...	...	Provisional school approved. Usual information supplied.
Goondiwindi East	...	...	...	...	Provisional school approved. Usual information supplied.
Hughenden North	...	...	...	...	Usual forms of application for a Provisional school sent.
Imbil	...	...	...	...	Prospective attendance does not warrant a Provisional school.
Kilkivan	...	...	...	...	Usual forms of application for a Provisional school sent.
Kogan (Warra Warra)	...	...	...	...	Fresh forms of application for a Provisional school sent.
Lacey's Creek (Upper North Pine)	...	...	...	...	Provisional school approved. Usual information supplied.
Littabella (Gladstone Line)	...	..	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building.
Mackinlay	...	...	...	...	Provisional school approved. Usual information supplied.
Macgee's Creek (Texas)	...	...	...	...	Provisional school approved. Usual information supplied.
Mapleton (Nambour)	...	...	...	...	Usual forms of application for a Provisional school sent.
Margoo Underban } Kilkivan	...	...	...	...	Half-time schools approved. To be opened after summer vacation.
Merinda (Bowen)	...	...	...	...	Effort being made to secure a suitable site.
Miriam Vale (Gladstone)	...	...	...	...	Provisional school approved. Residents to provide and furnish a suitable building.
Monmouth (Chinchilla)	...	...	...	...	Provisional school approved. Usual information supplied.
Monte Christo (Gladstone)	...	...	...	...	Usual forms of application for a Provisional school sent.
Mount Victoria (Mount Morgan)	...	...	...	...	Usual forms of application for a Provisional school sent.
Mulgrave Road (Cairns)	...	...	...	...	Provisional school approved. Building in course of erection.
Nobby (S. and W. Line)	...	...	...	...	Provisional school approved. Usual information supplied.

Table H—*continued.*

List, with Particulars, of Schools in Course of Erection, or in reference to which Action was taken during the Year 1896—*continued.*

Localities.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
Provisional Schools—*continued:*			£ s. d.	£ s. d.	
Oolbun (Townsville) ...	...	...	...	...	Usual forms of application for a Provisional school sent.
Paddock Swamp (Stanthorpe)	...	...	...	...	Provisional school approved. To be opened after summer vacation.
Pinbarren Siding (North Coast Line)	...	...	...	...	Usual forms of application for a Provisional school supplied.
Preston (Bowen)... ...	...	...	...	...	Provisional school approved. Usual information supplied.
Punch's Creek (Leyburn)	...	...	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building.
Quinalow	...	...	...	...	Prospective attendance does not warrant a school.
Ringing Plain (Irvingdale)	...	...	...	...	Provisional school approved. Usual information supplied.
Rosewood Diggings (Rockhampton)	...	...	...	...	Application withdrawn.
Smithfield (Texas) ...	...	...	...	...	Usual forms of application for a Provisional school sent.
Splitter's Creek (Kolan River)	...	...	...	...	Provisional school approved. Residents to provide and furnish a suitable building.
Stoney Creek (Durundur)	...	...	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building.
Strathane (Cambooya) ...	...	...	...	...	Provisional school approved. To be opened after summer vacation.
Taabinga Village (Nanango)	...	...	...	...	Provisional school approved. Residents to provide and furnish a suitable building.
Theresa Creek (Clermont)	...	...	...	...	Provisional school approved. Building ready for inspection.
Toolburra North ...	...	...	...	...	Information asked for supplied.
Urandandie	...	...	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building.
Veresdale Scrub ...	...	...	...	...	Circumstances do not warrant a school.
Wheatvale (Warwick) ...	...	...	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building.
Wonga Plain (Bowenville)	...	...	...	...	Usual forms of application for a Provisional school sent.
Woodlands (Gatton) ...	...	...	...	...	Provisional school approved. Building in course of erection.

Table I.

IMPORTANT ADDITIONS AND REPAIRS, 1896.

School.	Work.	Cost.			Local Subscriptions.		
		£	s.	d.	£	s.	d.
Allora	Additions to residence	118	0	0	23	12	0
Ayr	Repairs, &c.	156	10	0			
Brisbane Central	Repairs and renovations	703	0	0	21	6	5
„ South	Repairs and painting	93	0	0			
Brookfield	Playshed and tank	52	0	0	10	8	0
Bulimba	New residence	365	17	9	69	19	10
Bundaberg East	Additions	279	0	0	56	7	0
Cooktown (Boys)	Repairs to residence, &c.	92	6	0			
Coomera Lower	Repairs and painting	68	19	0			
Cooper's Plains	Repairs and painting	72	0	0			
Croydon	Repairs and painting	84	0	0			
Cunnamulla	Repairs and painting	60	0	0			
Fortitude Valley	Additions	339	8	0	67	17	7
Ditto	Repairs and painting	215	5	0			
Goodna	Additions and repairs	415	12	11	35	1	8
Highfields	Repairs and painting	59	0	0	3	0	10
Homebush	Additions to residence	115	0	0	22	8	0
Hughenden	Additions to residence and repairs	205	10	0			
Ipswich North	Repairs and painting	158	15	0			
Junction Park	Additions	298	0	0	59	12	0
Kolan South	Playshed	65	5	0	13	1	0
Laidley North	Playshed and additions	193	9	9	36	19	8
Leichhardt street (Boys)	Repairs, &c.	139	0	0			
Maryborough West	Repairs and painting	58	0	0			
Ditto „	Playsheds	77	4	0	15	8	10
Mackay North	New closets	69	10	0	13	6	0
Milton	Playsheds (2)	89	10	0	17	18	0
Mount Walker	Repairs and painting	52	18	0			
Newtown	Repairs and closets	129	9	0			
Nudgee	Playshed and tank	57	10	0	11	10	0
Oxley	Repairs and painting	66	0	0			
Queenton	Asphalting, &c.	169	8	0	33	17	7
Redbank Plains	Repairs and painting	69	15	0			
Sandgate	Repairs and painting	116	0	0			
Sandy Creek	Repairs and painting	64	15	0			
Tent Hill Upper	Repairs and painting	54	18	4			
Toowoomba South (Boys)	Repairs and painting	77	11	0			
Ditto „ (G. & I.)	Repairs, &c.	189	5	0			
Ditto East	Repairs and painting	109	10	0			
Toowong	Repairs and painting	49	15	0			
West End	Repairs, &c.	56	0	0			

J. W. C. DRANE,
Accountant.

Table X.

STATEMENT of RECEIPTS and DISBURSEMENTS for the YEAR ended 31st DECEMBER, 1896 (being parts of the Financial Years 1895-96 and 1896-97).

RECEIPTS.	£	s.	d.	DISBURSEMENTS.	£	s.	d.	£	s.	d.
To Amount received from Treasury, from 1st January, 1896, to 31st December, 1896 (on account of Parliamentary Appropriation)	211,763	2	10	By DEPARTMENT—						
				Salary of Minister	1,000	0	0			
				Salaries of Officers	3,718	6	8			
				Contingencies	443	16	8			
								5,162	3	4
				" INSPECTION—						
				Salaries of Officers	4,400	0	0			
				Contingencies	1,510	18	2			
								5,910	18	2
				" SCHOOLS—						
				Salaries of Teachers and Pupil Teachers	115,589	10	11			
				Additional Emoluments ...	19,690	15	4			
				In lieu of Residence ...	1,272	12	4			
				Travelling Expenses ...	1,169	15	10			
				School Requisites	2,089	5	10			
				Incidentals	6,580	13	7			
								146,[illegible]	13	10
				" PROVISIONAL SCHOOLS—						
				Salaries and Allowances to Teachers	32,134	4	3			
				School Requisites	986	1	2			
				Buildings	1,429	16	3			
								34,[illegible]	1	8
				" SCHOLARSHIPS AND EXHIBITIONS TO UNIVERSITIES—						
				Scholarships to Grammar Schools	2,77[illegible]	[illegible]	6			
				Exhibitions to Universities	900	0	0			
				University Extension ...	43	3	3			
								3,713	11	9
				" SCHOOLS OF ARTS—						
				Grants in aid ...	—			2,532	0	3
				" TECHNICAL EDUCATION—						
				North Brisbane School of Arts	[illegible]	[illegible]	[illegible]			
				South Brisbane School of Arts	[illegible]	[illegible]	[illegible]			
				Ipswich	[illegible]	[illegible]	[illegible]			
				Toowoomba	[illegible]	[illegible]	[illegible]			
				Gympie ...	[illegible]	[illegible]	[illegible]			
				Maryborough	[illegible]	[illegible]	[illegible]			
				[illegible]	[illegible]	[illegible]	[illegible]			
				Bundaberg	[illegible]	[illegible]	[illegible]			
				Rockhampton	[illegible]	[illegible]	[illegible]			
				Mackay	[illegible]	[illegible]	[illegible]			
				Townsville	[illegible]	[illegible]	[illegible]			
				Charters Towers	[illegible]	[illegible]	[illegible]			
				[illegible]	[illegible]	[illegible]	[illegible]			
				Warwick	[illegible]	[illegible]	[illegible]			
								[illegible]	[illegible]	2
				" [illegible]				[illegible]	[illegible]	[illegible]
				" GRAMMAR SCHOOLS—						
				Brisbane Boys' ...	[illegible]	[illegible]	[illegible]			
				" Girls'	[illegible]	[illegible]	[illegible]			
				Ipswich Boys'	[illegible]	[illegible]	[illegible]			
				" Girls'	[illegible]	[illegible]	[illegible]			
				Toowoomba	[illegible]	[illegible]	[illegible]			
				Maryborough Boys'	[illegible]	[illegible]	[illegible]			
				" Girls'	[illegible]	[illegible]	[illegible]			
				Rockhampton Boys'	[illegible]	[illegible]	[illegible]			
				" Girls' ...	[illegible]	[illegible]	[illegible]			
				Townsville ...	[illegible]	[illegible]	[illegible]			
								[illegible]	[illegible]	[illegible]
				" MUSEUM—						
				Salaries	[illegible]	[illegible]	[illegible]			
				Contingencies	[illegible]	[illegible]	[illegible]			
								[illegible]	[illegible]	[illegible]
	£211,763	2	10					£211,763	2	10

[illegible]

Table I.

STATEMENT of EXPENDITURE on ACCOUNT of FINANCIAL YEAR 1895–96.

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.				Head of Service.	Expenditure.	Lapsed.	Forward.
		£ *s.* *d.*	£ *s.* *d.*		£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
DEPARTMENT—				**DEPARTMENT—**			
Estimates-in-Chief		...	1,000 0 0	Salary of Minister	1,000 0 0		
Ditto		...	3,735 0 0	Salaries	3,681 9 0	53 11 0	
Ditto		...	550 0 0	Contingencies	402 2 6	147 17 6	
INSPECTION—				**INSPECTION—**			
Estimates-in-Chief		...	4,400 0 0	Salaries	4,400 0 0		
Ditto		...	1,500 0 0	Contingencies	1,357 4 5	142 15 7	
SCHOOLS—				**SCHOOLS—**			
Estimates-in-Chief		118,152 0 0					
Transfer to "Schools Incidentals"	£750 0 0						
Transfer to "Schools Travelling Expenses"	150 0 0						
Transfer to "In lieu of Residence"	50 0 0						
		950 0 0					
			117,202 0 0	Salaries	114,272 8 2	2,929 11 10	
Estimates-in-Chief		...	21,500 0 0	Additional Emoluments	20,200 1 2	1,299 18 10	
Ditto		1,200 0 0					
Transfer from "Schools Salaries"		50 0 0					
			1,250 0 0	In lieu of Residence	1,238 15 3	11 4 9	
Estimates-in-Chief		650 0 0					
Transfer from "Schools Salaries"		150 0 0					
			800 0 0	Travelling Expenses	798 0 5	1 19 7	
Estimates-in-Chief		...	1,850 0 0	Schools Requisites	1,850 0 0		
Ditto		5,850 0 0					
Transfer from "Schools Salaries"		750 0 0					
			6,600 0 0	Incidentals	6,581 19 11	18 0 1	
Estimates-in-Chief		...	31,000 0 0	Provisional Schools Salaries	30,352 0 9	647 19 3	
Ditto		...	1,000 0 0	Ditto Requisites	1,000 0 0		
Ditto		1,500 0 0					
From 1894-95		132 11 8					
			1,632 11 8	Ditto Buildings	1,517 5 0	...	115 6 8

Table L.—*continued.*

STATEMENT of EXPENDITURE on ACCOUNT of FINANCIAL YEAR 1895-96—*continued.*

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.			Head of Service.	Expenditure.	Lapsed.	Forward.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
GRAMMAR SCHOOLS—			GRAMMAR SCHOOLS—			
Estimates-in-Chief	...	2,950 0 0	Exhibitions—Scholarships ...	2,546 5 0	403 15 0	
Ditto	...	900 0 0	Ditto To Universities ...	900 0 0		
Ditto	...	20 0 0	Ditto Fees to Examiners ...	...	20 0 0	
Ditto	...	1,000 0 0	Brisbane (Boys) Endowment ...	1,000 0 0		
Ditto	...	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto	...	1,000 0 0	Ipswich (Boys) ditto ...	1,000 0 0		
Ditto	...	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto	...	1,000 0 0	Toowoomba ditto ...	1,000 0 0		
Ditto	...	1,000 0 0	Maryborough (Boys) Endowment ...	1,000 0 0		
Ditto	...	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto	...	1,000 0 0	Rockhampton (Boys) ditto ...	1,000 0 0		
Ditto	...	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto	...	1,000 0 0	Townsville ditto ...	1,000 0 0		
SCHOOLS OF ARTS—			SCHOOLS OF ARTS—			
Estimates-in-Chief	3,000 0 0					
From 1894-95	52 0 0					
		3,052 0 0	Grants in Aid	2,543 14 0	508 6 0	
TECHNICAL EDUCATION—			TECHNICAL EDUCATION—			
Estimates-in-Chief	1,000 0 0					
Supplementary Estimates	308 12 6					
		1,308 12 6	North Brisbane School of Arts ...	1,308 12 6		
Estimates-in-Chief	...	250 0 0	{ South Brisbane ditto ...	72 10 6	161 4 0	
			{ West End ditto ...	16 5 6		
Supplementary Estimates	...	9 0 0	Zillmere ditto ...	9 0 0		
Estimates-in-Chief	250 0 0					
Supplementary Estimates	48 5 0					
		298 5 0	Toowoomba ditto ...	298 5 0		
Estimates-in-Chief	...	250 0 0	Warwick ditto ...	70 12 6	179 7 6	
Ditto	...	250 0 0	Ipswich ditto ...	72 0 3	177 19 9	
Ditto	...	250 0 0	Gympie ditto ...	77 1 0	172 19 0	
Ditto	...	250 0 0	Maryborough ditto ...	209 2 7	40 17 5	
Ditto	...	250 0 0	Bundaberg ditto ...	49 12 0	200 8 0	
Ditto	...	250 0 0	Rockhampton ditto ...	153 14 3	96 5 9	
Ditto	...	250 0 0	Mackay ditto ...	110 7 6	139 12 6	
Ditto	...	250 0 0	Townsville ditto ...	100 0 0	150 0 0	
Ditto	...	250 0 0	Charters Towers ditto ...	29 18 6	220 1 6	
Ditto	...	250 0 0	Cooktown ditto ...	9 9 0	240 11 0	
MUSEUM—			MUSEUM—			
Estimates-in-Chief	...	548 0 0	Salaries...	548 0 0		
Ditto	...	250 0 0	Contingencies	250 0 0		
TOTAL	...	£216,105 9 2	TOTALS	£208,025 16 8	£7,964 5 10	£115 6 8

J. W. C. DRANE.

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Table M.

Statement of Local Subscriptions Account for the Year 1896.

RECEIPTS.	£ s. d.	£ s. d.	DISBURSEMENTS.	£ s. d.	£ s. d.	£ s. d.
To Balance from 1895 ...	866 12 7		By Payment to Consolidated Revenue		51 7 9	
„ Contributions during 1896	2,905 6 2		„ Local subscriptions returned—			
„ Interest, 1896 ...	14 0 4	3,785 19 1	Gin Gin ...	2 14 10		
			Woolloongabba	2 19 3		
			Alligator Creek	17 16 0		
			Thargomindah	1 15 0		
			Toowong ...	1 14 10		
			Eidsvold ...	6 6 0		
			Southport ...	5 19 3		
			Allora	1 16 6		
			Freestone Creek, Upper ...	0 8 8		
			Richmond Hill	1 16 0		
			Forest Hill ...	3 0 0		
					46 6 4	
			„ Amounts paid to Works Department		1,475 14 5	1,573 8 6
			„ Balance to 1897		...	2,212 10 7
		£3,785 19 1			£	3,785 19 1

J. W. C. DRANE, Accountant.

Table N.

Statement showing the Aid granted by Government to the existing Grammar Schools to the 31st December, 1896.

SCHOOL.	FROM DATE OF ESTABLISHMENT TO 31ST DECEMBER, 1895.		DURING 1896.		TOTAL.
	In Aid of Building.	Annual Endowment.	In Aid of Building.	Endowment.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brisbane (Boys') ...	4,000 0 0 6,000 0 0 2,000 0 0	26,021 18 3	...	1,000 0 0	*†39,021 18 3
Brisbane (Girls') ...	4,000 0 0 6,000 0 0 2,000 0 0	15,625 0 0	...	1,000 0 0	†28,625 0 0
Ipswich (Boys') ...	5,521 9 6 2,000 0 0	32,000 0 0	...	1,000 0 0	‡40,521 9 6
Ipswich (Girls')	4,000 0 0	4,000 0 0	...	1,000 0 0	9,000 0 0
Toowoomba	5,333 15 6 2,000 0 0	19,000 0 0	...	1,000 0 0	‡27,333 15 6
Maryborough (Boys') ...	4,000 0 0 3,500 0 0	14,333 6 8	...	1,000 0 0	§22,833 6 8
Maryborough (Girls')	4,000 0 0	11,750 0 0	...	1,000 0 0	16,750 0 0
Rockhampton (Boys')	4,000 0 0	15,000 0 0	...	1,000 0 0	20,000 0 0
Rockhampton (Girls')	4,000 0 0	3,750 0 0	...	1,000 0 0	8,750 0 0
Townsville	5,200 0 0	7,500 0 0	...	1,000 0 0	13,700 0 0
Totals ... ... £	67,555 5 0	148,980 4 11	...	10,000 0 0	226,535 9 11

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* Exclusive of amount received by Trustees for the original Grammar School Building (£10,000) and for the resumption of portion of the original Grammar School Reserve for Railway purposes—viz., £4,677 0s. 1d.; total, £14,677 0s. 1d.

† Inclusive of Loan of £8,000 }
‡ „ „ £2,000 } Being repaid by half-yearly instalments of principal with interest.
§ „ „ £3,500 }

J. W. C. DRANE, Accountant.

APPENDIX A.

REPORT OF THE GENERAL INSPECTOR.

General Inspector's Office,
Department of Public Instruction,
15th March, 1897.

SIR,—I have the honour to submit to you my Annual Report for 1896.

It does not seem to grow easier to write these reports as the years pass away. There is so little that is really new and fresh to write about. The transactions of one year are very like those of the previous year, and so the years follow on. Reckoning roughly, I suppose about two out of every three of the 16,219 letters that came in to the office last year were referred to me for advice on one or other of the many aspects of school life and work; and probably about the same proportion of the 12,683 letters that went out were based upon minutes made by me. Much of the correspondence is legitimate question and answer; not a little of it flows from ignorance and carelessness; and some, of course, proceeds from direct wrong-doing. So far as I know, a heavy sense of duty and never-ending care and watchfulness are the mainstay in dealing with the everlasting papers. One tries to pluck flowers by the way, and gets an occasional handful, including rue of doleful sentiment, together with blooms unsightly and of evil odour, and even nettles and thistles mingling with the efflorescence.

In mid-winter week we had a conference of inspectors that was greatly enjoyed by the Under Secretary and all of us. A large amount of clearing-up work was done, so as to bring about a nearer approach to unity of view and effort; and many adjustments of the Regulations generally and of the programme of work in particular were planned. To these suggestions, which we hope will be recognised as improvements, effect will be given by the new Regulations now on the eve of publication.

It is interesting and pleasant to note the progress and well-being of the Teachers' Volunteer Corps, in Brisbane and elsewhere, which cannot but exercise a salutary influence on the men as well as on their pupils. It has struck me frequently, however—and the matter was under discussion at the conference of inspectors—that a further influence is needed on the out-door life of the children, to make the playground healthy and cheerful, and stimulate to comradeship and good feeling. Drill is good, and, so far as I know, is liked by the great majority of teachers and pupils, few being indifferent to its claims and many being enthusiasts in its pursuit; but it is dry and it insists on discipline so close that it looks like work, and it is lacking in the elements of fun and freedom that are needed to make physical exercise amusement. Some thought should therefore be given to children's games. Of course, in towns and places where the children have opportunity of seeing what may be called rational games, they learn them and they play them; but they often play them with an unnecessary amount of hoarse, strident, discordant shouting, combined with what can only be called silly horse-play. I think teachers should use their influence not to stop the fun and spoil the game, but to stop the bellowing and tomfoolery. It is only recently that I have read of women playing cricket, with regularly constituted clubs; but I feel sure that any of my old pupils who may read this will readily and pleasurably recall the cricket we used to play, boys and girls of us together, over thirty years ago, regarding which I remember no complaint except a mild protest from the boys against the advantage the girls had by reason of the dress proper to their sex. In some schools, however, and even in places not so far outlying, the inspectors tell us that the children positively do not know how to play in any sensible way; and for these children the teachers would do much if they took some pains to teach them some of the ordinary well-known games of childhood. Teachers who themselves do not know much about games can easily acquire the knowledge they lack from a book of games that can be bought for a shilling; and he is a poor fellow who will not be able to get out of the teaching at least as much fun as the pupils will out of the practice.

The Regulations have been subject to frequent revision since I visited the southern colonies, in 1889; and the process of adjustment, long continued, is unsettling and irksome: it somewhat resembles petty alterations in the length of a carpenter's foot-rule, during the progress of a contract, which would certainly prevent the work from fitting well. Of course we must improve, if we can; and I do not think we have by any means reached finality yet, to the complete satisfaction of either the profession or the public; but I sincerely hope that when the present revise has passed there will be a period of comparative rest from revision.

The extra work involved in the arrangements for the conference of inspectors and the revision of the Regulations, referred to above, prevented me from getting out among the schools during the year. For this I am sorry, both for the Department's sake and my own: the Department has lost a proved benefit accruing from my inspections; and I have lost an outing coupled with a pleasant duty.

There are still two matters at least that have not been sufficiently dealt with in the new Regulations—the scope of our work and the salaries of our teachers. Regarding the former of these topics, a discussion in this Report would be out of place, hardly profitable, and not desirable or proper, seeing that it cannot be touched effectively without legislative action; and I have nothing to add to a recent utterance that opportunity was given me of making on the question.

The other matter, however, can be dealt with by regulation, without further legal enactment, whenever it is considered expedient by the Government to do so; and as it comes directly into my daily work, influencing largely the correspondence and the discipline of the Department, I think it may be well for me to say a few words about it. I confine myself on this occasion to the salaries of head teachers of State schools.

The salary of a head teacher is now made up of a payment according to the classification of the teacher and another payment according to the classification of the school he has charge of. This duplex way of paying is open to certain objections; and there is much to be said in favour of making the payment depend directly on the class (*i.e.*, the size) of the school taught. Inasmuch as a teacher's classification depends on his attainments and his teaching skill combined, and the best men are appointed to the biggest schools, in the order of their merit and seniority taken together, it follows that the teacher's advancement in the service is limited only by his merit, his service, and the opportunities of promotion. After that, the payment should naturally and properly be according to the work done—that is, roughly, according to the size or class of the school taught. That adjustment, could it be made, would tend to simplify administration.

I must say a word or two about the examination for grammar school scholarships. I have heard it said that catch questions are set for that examination. I understand by a catch question one that is not straight, honest, fair, and one that means not what it says, but something concealed under it by a trick. Now, I have been setting papers of one kind or other for about a quarter of a century, including scholarship papers, and in the course of that period I have seen a great many examination papers of all degrees of difficulty on all subjects that can be named, but I am at this moment unable to say that I have seen questions more plainly and simply asked than our own, in which there was less doubt about what is asked for, and from which marks could more certainly be reckoned on by a well-informed candidate according to the fulness and straightness of his answering. It has also been said that special preparation and private tuition are necessary for success at the scholarship examination in addition to the ordinary routine teaching of the schools. The examination being competitive, naturally the candidates will try to beat one another, and they will use all their effort and work double tides to win. They easily find teachers to help them in the strife, the teachers competing with each other for the honour of passing candidates. Supposing all the special classes instituted by teachers for tuition of scholarship candidates to be abandoned, the candidates, or their parents for them, would only be driven to find private or special instruction elsewhere to fit their needs. The desire for special instruction on the part of the candidates is put down, as I have heard, to the difficulty of the papers set, the severity of the examination. This is quite a mistake: the former has nothing to do with the latter. The examination might be commonplace to a degree; the standard might be lowered to any extent that can be named; but the candidates would still, such is human nature, make special effort to win, and, if not assisted in their private studies by their teachers, would work on alone or with such assistance as they could procure: I think there can be no doubt of that. The question of the intrinsic difficulty of the examination, in relation to the standard prescribed, may also be considered. I know that every care is taken to keep the questions within the limits. I have already said that I think the questions are fair and straight. There would follow no benefit from making the questions more easy or commonplace: that would only mean as a result higher marks all through the order of merit list, with perhaps a shade of advantage to the duller candidates: the order would not be altered for the better, nor would the merit of the candidates in the judgment of those who know. For twenty-three years we have been setting those scholarship papers to catch the pick of our bright boys and girls; and we have caught many such, who are educationally a credit to our schools, our teachers, and our country. There seems to be no good reason for lowering the standard of the examination; and in so far as the ordinary instruction of the schools fails to meet the questions, just so far, in my opinion, is the school work short of a good standard—I do not say an ideal standard.

The method of allotting scholarships in vogue for the last year and the two previous years does not appear to me to be altogether satisfactory. I think it is open to the charge of granting scholarships to candidates of inferior attainments and small intellectual capacity, for whose education at the public expense the institution of scholarships was not intended; and that it is granting scholarships to candidates of a degree of proficiency and capability lower than that of others who are excluded because of reasons that are local and not purely educational. The last allotment of scholarships was this way:—To the Brisbane Grammar schools, 66; Ipswich, 14; Toowoomba, 10; Maryborough, 14; Rockhampton, 14; Townsville, 10; in all, 128.—the Government paying fees for half of that number, and the other half receiving education at the expense of the grammar schools. Had the old method of allotment prevailed, after last examination, 70 scholarships might have been allotted, taking the first 47 boys and the first 23 girls on the order of merit lists, which would have included all the candidates who succeeded in making a respectable show. If these had been allotted to the grammar schools nearest to their homes, they would have been spread so:—To Brisbane, 43; to Ipswich, 1; to Toowoomba, 7; to Maryborough, 8; to Rockhampton, 7; and to Townsville, 4.

The little table hereunder shows the number of pupil-teachers in the Department who were examined in December last, and the number who passed their examination:—

For Admission as	Examined.		Passed.	
	Males.	Females.	Males.	Females.
Pupil Teacher of the First (lowest) Class	65	126	64	116
Pupil Teacher of the Second Class	43	44	43	43
Pupil Teacher of the Third Class	14	30	14	30
Pupil Teacher of the Fourth Class	11	11	11	11
Teacher, Class III....	22	28	7	17

From the table it is seen that the inflow of pupil-teachers into the service had nearly ceased until we largely increased the number of our pupil-teachers last year to meet the increase of attendance, and with a little pressure we got all we needed both of boys and girls. It needs repeating that this is the only method on which we can with certainty rely for adding to the number of our teachers, and those schools which do not train their own pupil-teachers, and those districts which fail to supply candidates, and those fierce committees which write strong language about the needs of their schools and the Department's failure in duty, will all have to face the question put to them through the Department by other schools, districts, teachers, committees—Why should we find pupil-teachers and train them into teachers for you? Teachers are not like cherries, or maize, or mangoes, only to be grown within certain parallels of latitude. If they are, then let us hear from the zone of Queensland that proclaims itself unable to grow teachers.

The ex-pupil-teachers of 1893-4-5-6, who have passed the examination for admission as teacher of the third class, and so made themselves eligible for appointment in State schools, and who were sent out to provisional schools at the termination of their pupilage under Reg. 48, have all been brought back into the State schools except two, both of whom are in provisional schools close to their homes. The appointment of the ex-pupil-teachers as classified assistants in State schools has been warranted by the increase of the attendance and the need for maintaining the professional strength of the staffs, in addition to the appointment of fresh pupil-teachers. We look forward to the end of the current year with a prospect that the increase of the schools will render it both warrantable to retain and inexpedient to part with the pupil-teachers whose time will then expire as teachers in the schools in which they have passed their pupilage.

If we do so retain the ex-pupil-teachers in the State schools—and I think we are strongly bound to maintain the staffs of the State schools, both numerically and professionally, at a sound working strength—we shall then be where we were three years ago in respect of teachers for our rapidly increasing provisional schools, that is, dependent on miscellanous applicants of all degrees of skill and attainments, and so far as I can see at present we shall be somewhat pushed to find enough of desirable candidates for our needs. The applicants are generally from one or other of the following classes: Ex-pupil-teachers of the Roman Catholic schools, who may be regarded as being much on a par with our own pupil-teachers, having been brought up in schools under our inspection, and having passed our usual pupil-teacher examinations; young men and women who have for the most part passed through our schools and have been at work since they left school, helping their mothers in the house or their fathers on the farm, or have been at clerking or other business in town, and who are bookish in their studies and are imbued with a desire to teach and a love of teaching: these we examine here when that can be managed, or we subject them to examination by our inspectors as it may be convenient to arrange; and of late, more this year than ever before, young men and young women who have taken our scholarships, passed through our grammar schools, and have obtained the junior or even the senior certificate from the Sydney University public examinations: the best of these, such as the young men who have come near to winning our university exhibitions, we might with advantage introduce into our State schools as probationers until they had acquired sufficient teaching skill to warrant our classifying them. Referring to the list which I keep of applicants for employment, I see that it was written up afresh on the 19th January last, and that since that date twenty-four applicants have been allotted to Provisional schools, leaving at the present date only fourteen eligible applicants on the list.

It is easy for those of us who have been long in the service to go back in memory to a time long antecedent to the first appearance of provisional schools on our list. When they first came they were tolerated as makeshift expedients; but they have come to stay; and they must be treated of as an essential factor in the Department's work. For some years I have roughly reckoned on an increase of provisional schools at the rate of one a fortnight; last year the rate of increase was about one in every twelve days, on an average, and the increase amounted to thirty. That means that we are fairly overtaking the settlement and the increase of population as it spreads over the face of our land. Towards the building of these thirty schools we contributed nearly £1,500; and the people directly interested contributed at least a like amount. Considering the small number of families concerned in the getting up of a provisional school, the burden must be severely felt, in their circumstances. Indeed their difficulty is plainly manifested by the way most of these schools drag from their first inception.

To show the importance of the provisional school as a factor in the educational work of the colony, note that there were last year 385 State schools and 374 provisional schools. It seems to me that the Education Act should recognise the facts and the altered position of affairs. The 18th section of the present Act is a dead letter in respect of the mode it prescribes for the payment of the teachers, which was found to be unworkable twenty years ago; and it is also not in accord with the present facts as to the ownership of the provisional schools, many of which are the property of the Minister. It is very difficult to perceive why they should not all belong to the Minister. It is very seldom that a provisional school once established ceases to be needed, in fact not oftener than happens in respect of a State school.

We have 64 provisional schools in operation that ought to be State schools, inasmuch as they have an average attendance of over 30, and many of them much over that number, which is the lowest limit of attendance that warrants the establishment of a State school. In former days, so soon as a provisional school swelled to an attendance of over 30, pressure was exercised by the Department to induce the people to raise their quota, so that the Department might establish a State school to supersede the overgrown provisional school; but that is no longer the practice. It should be distinctly recognised that though we do our best to meet the circumstances, we have really no machinery for dealing effectively with these large provisional schools, either as to teaching space or teaching power. Moreover, we have got so out of the habit of providing teachers for a growing number of State schools to supersede unwieldy provisional schools that our present resources would not meet a sudden demand to staff those 64 big provisional schools all at once as efficient State schools. Were it declared, however, that State schools are to be the rule whenever their establishment is warranted by an average attendance of 30 pupils, we should begin to work with that object in view once more, and a great impulse would be given to the teaching as well as the supervising and administering officers of the Department. Slipshod provisional school teaching, under untrained and inexperienced teachers, ought not to content the country in these days. Of course it all spells money, like so many other things. Any thoughtful person reading the Department's building votes for the last five years, and comparing the amounts with those of previous years, will perceive that in repairs to existing buildings, and in the erection of buildings still non-existent, the expenditure is certainly not less than £100,000 below what could have been spent and given a good account of. My way would be to have no such thing as provisional schools under the Department. The word "provisional" is misleading; those schools are not provisional, in the sense of being temporary, to pass away as not needed or to give way to something better. They are as permanent as are the State schools, plenty of them being twenty years old. All schools managed by the Department might be called public schools, and the classification of the schools might include the smallest school kept in operation by the Department.

A marked feature of the year 1896 is the abnormal increase in the attendance of pupils at our schools. From 1894 to 1895 the increase was over 3,000, and from 1895 to 1896 the increase was over 6,000. Some of that large increase is no doubt due to the admission again of pupils between the ages of five and six years, which was sanctioned in October, 1895; but no doubt the increased prosperity of the country is the prime factor in bringing about so large an increase as 9,000 in average attendance in the last two years.

My review of the monthly returns from the schools, and of the reports of the inspectors, has pressed upon my memory the healthy increase in the attendance above referred to more than any other matter concerning the schools; and I have nothing unusual to announce regarding the effectiveness of the work of the teachers, and the proficiency and progress of the pupils. Regarding methods and appliances and general schoolmasterly technique, what is there to say that has not been said over and over again by great and wise teachers, and echoed feebly in the reports of this Department, as well as elsewhere, year after year? Our work is what we have learned to do, as a generally accepted educational system, suited to our most outstanding needs. No doubt we shall learn to do better as time goes on, and shall learn also to meet the wants of the age more closely and directly as these reveal themselves. I suppose every individual educationist, with the love of his work in possession of him, has his pet ideals and his pet aphoristic or epigrammatic way of expressing these. Mine is something like this: He is the best teacher who soonest and most completely empties his pupils of selfishness, and who most flatly uses to that end all the ordinary work of his school—the multiplication table, fours right, the definition of a verb, the bandaging of a broken arm, the location of places, and the rest of it. All babies are born lumps of selfishness—all of them that I have been intimate with. The last one whose acquaintance I have made is just like the others. He thinks the sun and the moon, and the back-yard, and the dog's tail, and his mother's love, and his father's watch are all his, and that nothing is anybody's but his: he will begin to be educated when his love has burst his own skin, and his education will progress as the circle
of his loves widens, even to infinity. that is worth working for. Devoid of
that element our schools may be for the world's business, but
they will not turn out noble

Before concluding our schools, together
with the great amount of t to an amount that
can only with difficulty be things, towards

the end of the year, made a way for the restoration of Mr. Caine—retrenched three years ago - to the ranks of the inspectors; and his re-appointment as a District Inspector took effect from the 1st January, 1897. The practical effect of this addition to the inspecting staff will be to allow the Senior Inspector who for some years has been half his time in the office and half his time in the field, to be wholly in the office, to assist the General Inspector or as may otherwise be needed; and to add to the working strength of the district inspectors by half the working power of an additional inspector. I hardly think this will be enough, but the relief thus obtained is considerable, and we shall see how matters stand at the end of the current year.

I have, &c.,

D. EWART,
General Inspector.

The Under Secretary, Education Office.

APPENDIX B.

METROPOLITAN DISTRICT—NORTH-EAST DIVISION.

REPORT OF MR. SENIOR DISTRICT INSPECTOR PLATT.

South Brisbane, February, 1897.

SIR,—I have the honour to submit my General Report for the year 1896.

SCHOOLS.

The schools assigned to me for inspection in 1896 were those inspected by me in 1894 and 1895. Their names will be found in the following tabular statement:—

CLASS OF SCHOOL.	NO. OF SCHOOLS.	NAMES OF SCHOOLS.
I.	1	Brisbane Central (boys).
III.	3	Bowen Bridge Road, Brisbane Central (girls), Fortitude Valley (boys).
IV.	3	Fortitude Valley (girls), Leichhardt Street (boys), Leichhardt Street (girls).
V.	6	Breakfast Creek, Ithaca Creek, Kelvin Grove Road (boys), Kelvin Grove Road (girls and infants), Clayfield, Nundah.
VI.	6	Brisbane Central (infants), Eagle Farm, Enoggera, Fortitude Valley (infants), Leichhardt Street (infants), Stafford.
VII.	3	Ashgrove, Myrtle, Nudgee.

Comparing this statement with a similar one given last year, the following changes in classification will be noticed:—Enoggera rose from Class VII. to Class VI.; Fortitude Valley (infants) fell from Class IV. to Class VI.; Kelvin Grove Road (girls and infants) from Class IV. to Class V., and Leichhardt Street (infants) from Class V. to Class VI.

All the schools were inspected once in detail, and to some of them incidental visits were made for special purposes. In addition to the State schools named above, I inspected the Church of England school at St. John's, Brisbane. The time occupied in inspecting and reporting on these schools was about six months.

ACCOMMODATION.

At the date of inspection the accommodation was "insufficient" at six schools—Ashgrove, Bowen Bridge Road, Brisbane Central (boys), Fortitude Valley (boys), Kelvin Grove Road (boys), and Clayfield. In the remaining schools it was sufficient in amount but not always satisfactory in kind. In several schools the play-sheds have to be utilised for teaching purposes, notwithstanding the drawbacks arising from sun, wind, dust, unsuitable light, and lack of furniture. In their endeavours to obtain ornamental school grounds and neat schoolrooms all teachers are not equally successful; but in no case did I find discreditable, or even censurable, neglect.

PUPILS.

ATTENDANCE.—On the rolls at inspection I found the names of 8,196 children—4,474 boys and 3,722 girls. The number of pupils examined at inspection was 6,638—3,964 boys and 2,674 girls. Comparing these numbers with the corresponding ones for 1895, I find an increase of 749 in the number enrolled, and 593 in the number examined. I observe a somewhat remarkable coincidence in these numbers—the total of girls examined was exactly the same in 1896 as in 1895—viz., 2,674. Nearly 81 per cent. of the children enrolled were present on one or more of the days of inspection.

Taking all the schools in the district, I find that about 52·9 per cent. of the children attend school at least four days out of five. At the Central (boys) the percentage of such children was as high as 71·9; on the other hand, at the Central (infants) it was as low as 25·7. From the figures before me it is evident that the degree of regularity depends to a very great extent on the age and health of the children. At the Central (boys) 900 pupils out of a total of 1,160 were boys in classes above the second, and their ages would range from 9 to 15 years; while at the Central (infants) all the children were under 7 years of age. Few children of tender age are so robust as to be free from occasional bodily derangements that are quite sufficient to unfit them for work in school. As regards older children it is to be remembered that, in homes where the family is large and the income small, the occasional services of the children are absolutely necessary if the present-day standard of housekeeping is to be maintained. Taking all things into consideration, the fact that on any ordinary school day about 80 per cent. of the children are in school is not a discouraging one. I think it reflects credit on the management of the schools. I know schools in this district where, with very few exceptions, the children would rather be in school than out of it. The pleasant tone, the company of their equals, the co-operative and competitive work, and the conscious progress are more attractive than anything outside the school. Doubtless many of the services on account of which children are kept from school could be rendered out of school hours. For many years past the attendance on Friday, especially in the afternoon, has been much lower than on other days. Mr. Hurworth, of the Valley boys' school, first brought under my notice a very successful device to meet this trouble. Each boy who attends the full number of half-days in the week gets a little ticket certifying the fact, and, at the end of the quarter or half-year, the production of these tickets entitles the holder to some privilege or reward. Many boys accustomed to get off on Friday afternoon made arrangements with their parents to avoid absence on that day so as to secure the ticket, and a marked improvement in the attendance has been the result. The success of this expedient shows, too, the importance of securing the co-operation of the children in this matter of regular attendance. Many parents who are indifferent to an appeal to reason or interest can be moved by the importunity of their children.

There is a certain amount of truant-playing in the district. I have encountered truants in walking across the park from Kelvin Grove to Gregory terrace, and elsewhere. They are boys of all ages from 5 to 15; some are well dressed, but the majority are otherwise. I am not prepared to suggest a remedy applicable to all cases. Some of the little fellows have evidently yielded to the charms of a fine day, and these require only a whipping followed by extra watchfulness for a time. Some of the older ones are evidently and emphatically "bad" boys, requiring more serious treatment.

I take this opportunity of saying that I am not in accord with those who would bring the constable to the aid of the schoolmaster in the matter of attendance at school. The remedy would be worse than the disease. There are in Brisbane numbers of deserted and neglected wives with infants to feed who must either starve or steal but for the earnings of their older children. Honestly earned bread to keep life in these people comes before the multiplication table. I think the number of really culpable parents whom the law could reach is very small while the hardship inflicted on the innocent and weak would be intolerable.

CLASSIFICATION.—Of the pupils enrolled, 4·1 per cent. were in Class VI. (highest class), 8·4 per cent. in Class V., 13·7 per cent. in Class IV., 21·5 per cent. in Class III., 23·2 per cent. in Class II., and 29·1 per cent. in Class 1. The average age of the pupils in the several classes was:—14·1 years in Class VI., 13·3 in Class V., 12·2 in Class IV., 10·7 in Class III., 9 in Class II., and 7·1 in Class I.

TEACHERS.

The number of teachers employed in the 22 State schools was 173—68 males and 105 females. Of these, 118 were classified, 2 unclassified, and 53 were pupil-teachers. Dividing the number of children present at examination (6,638) by the number of teachers (173), we get an average of 38·4 pupils for each teacher. In 1895 there were 38·8 pupils to each teacher.

Of the head teachers, 5 are in Class I. (highest class), 15 in Class II., and 2 in Class III. Of the assistant teachers, 2 are in Class II., 94 in Class III., and 2 are unclassified.

As to the character and competency of the teachers in this district, I can only repeat my estimate given in previous reports. In industry and zeal they are model public servants. With a few exceptions they do not shine as class teachers, though as students they are generally successful. Assistant teachers do not as a rule make sufficient use of their own experience; they lean on methods adopted without thought, either from their head teachers or from books, and they teach in a groove. To these teachers I would say, "When there is any lack of success, either as to the class or as to individuals in the class, accept the responsibility and scorn excuses. You are paid to get results with such material as you have, not to throw yourself like a bag on the head teacher. Reflect deeply on the possible causes of the failure, and then think out your own way of dealing with it. Do not be too easily satisfied, but raise your standard again and again with an invincible determination that your skill and resources shall more than equal the dullness of your pupils and your strong patience their natural indolence."

INSTRUCTION AND DISCIPLINE.

The general condition of the schools in this district may be summarised thus:—In 12 schools *very satisfactory*, in 7 *satisfactory*, in 2 *fairly satisfactory*, in 1 *partially and moderately satisfactory*.

Ten schools sent 75 candidates to compete for Grammar School scholarships in December, 1896. Out of 54 boys 33 were successful, and out of 21 girls 14 were successful.

Of the more important subjects in the schedule, arithmetic gives the least satisfactory results. The conference of inspectors held in July last recommended some changes in the requirements in this subject which, if adopted, will, I feel sure, conduce to more profitable and successful work. I cannot, however, shut my eyes to the fact that the main cause of the failure is bad teaching. When testing the skill of candidates for promotion I generally get a lamentable exhibition of feebleness if I ask the teacher to take his class through the exposition of a practical problem in arithmetic. At the same time, I must admit that the arithmetic of the scholarship candidates of 1896 was about the best I have examined, and many of the answers were models of clear and close reasoning. Probably the truth is that there is a steady but slow improvement in the teaching which tells on the smarter children, although I see as yet little indication of it in the performances of the classes as a whole.

I note little or no improvement in the results from object lessons; as a rule there is "a halfpenny worth of bread to an intolerable deal of sack." In some schools I discover cabinets containing specimens of materials for manufacture in various stages of preparation, together with specimens of ores, sponge, coral, &c. These objects are seldom used; I have never yet seen them brought out to illustrate a lesson. The observation and experiment are all second-hand, mere word pictures of what the children will see *if* they look, and of what will happen *if* they do this or that. The only faculties exercised are memory and imagination, and the information gained, such as it is, would be better acquired from a book. There is more training of the reasoning faculty in one good lesson in arithmetic or grammar than in fifty of these lessons. I take the liberty of quoting from Mr. Goyen, an inspector of schools in New Zealand—"Science is not, as some seem to think, the only subject that affords a training-ground for observation, comparison, and induction. The teaching of arithmetic, of English, and of other subjects, by some contemptuously called 'book subjects,' can and should be made as scientific in spirit as the teaching of botany and physics." Twenty years' experience as inspector, added to twenty years' experience as schoolmaster, has satisfied me that boys whose reasoning powers have been trained through arithmetic and grammar will (natural abilities being equal) show greater capacity in after life than boys trained in any other way—simply because these subjects give most employment to the reasoning powers, the materials for the exercise are always at hand, and the exercise is congenial to children of primary school age. You can take a boy so trained and whether you make him a soap-boiler, a watchmaker, or anything else, he will soon learn to observe whatever concerns him, and then his reasoning power will carry him to the front.

In the methods employed I observe nothing that I was not familiar with when a pupil-teacher. Writers on school management give new names to old methods of exercising the faculties, but that is all they do. Man has been exercising his intellectual powers ever since he became man, and it is not likely that any mode of training them remains undiscovered. The wise and witty Sydney Smith puts this truth in his usual happy fashion—"Chemistry, for instance, is perpetually bringing to light fresh existences; four or five new metals have been discovered within as many years, of the existence of which no human being could have had any suspicion; but no man, that I know of, pretends to discover four or five new passions, neither can anything very new be discovered of those passions and faculties with which mankind are already familiar. We are in natural philosophy making discoveries of new properties in bodies with whose existence we have been acquainted for centuries, but who hopes that he can discover any new flux for avarice, or any improved method of judging and comparing?" The difference between the more and the less useful among the teachers depends on the degree of judgment in selecting, and skill in applying known methods to the particular business in hand.

Speaking generally, the discipline of these schools is very satisfactory. In large schools where there are many subordinate teachers the duties of the head teacher demand both firmness and tact. The children ought to be so trained that they will obey the subordinate as readily and cheerfully as the head; they should be made to understand that obedience is rendered to the office, not to the person of the teacher. Until this is understood and accepted by the children, the discipline of a large school is unsound, and the relations of subordinates to their head are likely to be unsatisfactory.

I have, &c.,
JAS. PLATT,
Senior District Inspector.

The Under Secretary, Department of Public Instruction.

DOWNS DISTRICT NORTH.

REPORT OF MR. DISTRICT INSPECTOR KILHAM.

Toowoomba, January, 1897.

SIR,—I have the honour to submit my General Report for the year 1896.

DISTRICT.

The Northern Downs inspectoral district, extending 900 miles west of Toowoomba and 350 miles from Windorah in the North to Hungerford in the South, was the same as last year.

SCHOOLS.—The schools in operation at the end of the year were 80, being 36 State, 40 Provisional, and 4 Roman Catholic schools. These may be subdivided as follows:—

State schools for Boys only	2
„ „ Girls only	1
„ „ Girls and Infants	1
„ „ Infants only	1
„ „ Mixed (boys, girls, and infants)	31
Provisional schools	40
Roman Catholic schools for Boys only	1
„ „ Girls and Infants	3
	80

Provisional schools were applied for at Baranga Bridge, Bergen, Columboola, Ringing Plain, Eromanga, and Birdsville. Sites were approved at Bergen, Columboola, Eromanga, and Ringing Plain; and new buildings passed at Baranga Bridge, Bergen, Columboola, Prestons, and Windorah. New Provisional schools were opened during the year at Annievale, Baranga Bridge, Bergen, Columboola, Mulga, Poybah, and Prestons. The total number of schools in this district at the beginning of 1897 is 83, which is an increase of 21 Provisional schools since 1890. The Department is thus endeavouring to carry education to the back blocks and outlying settlements wherever it is possible to collect an average attendance of twelve pupils. Since the 50 per cent. Government aid was granted towards the erection of Provisional school buildings, an impetus has been imparted to their establishment, so that they will increase in number year by year.

In the endeavour to obtain schools as near as possible to their own residences, parents sometimes overlook the fact that two or three localities might unite to establish a State school, where the instruction would be of a superior character to that imparted in a Provisional school, which is at best a temporary State school under an untrained teacher with fewer subjects to teach.

APPORTIONMENT OF TIME.—From the beginning of the year until 15th February was spent in examining teachers' papers, inspecting the site of a new school at Bergen, and in writing my Annual Report for 1895. After holding inquiries at Cattle Creek and Columboola, leave of absence was granted for three weeks, and the regular work of inspection was commenced on the 13th of March and continued to the end of the year, with the exception of the winter vacation week, when I attended a conference of inspectors at the office of the Department in Brisbane.

All the schools were inspected except Taroom State school, and Condamine and Yamsion Provisional schools, which could not be visited for want of time. In addition to the inquiries made for the establishment and passing of Provisional school buildings, as mentioned above, five candidates were examined to test their fitness for the position of Provisional school teachers; two investigations of complaints were held, and nine incidental visits to schools were made.

MATERIAL ORGANIZATION.

The floor space and accommodation is insufficient in Roma, and barely sufficient at Augathella, Charleville, Cunnamulla, Glencoe, Jondaryan, Miles, Mitchell, North Toowoomba (boys), North Toowoomba (girls and infants), and Yeulba. A new wing was added to the Charleville school during the year, but the attendance has increased so rapidly that the school is again becoming overcrowded. The enrolment in 1890 was 151, it is now 386.

The number of square feet of floor space for each child in average attendance varies from 6 in Roma to 63 in Gowrie Creek, but with these exceptions it ranges from 8 to 20. Extensive repairs were completed at Charleville, Roma, South Toowoomba (boys), South Toowoomba (girls), and South Toowoomba (infants), and minor repairs to the extent of £20 15s. were authorised by me in other schools. State school buildings were all reported in very good condition. Classrooms and galleries for collective teaching are still needed in more than half the schools, but only seven are without teachers' residences. The best cultivated gardens are generally found in the towns, where a certain amount of rivalry exists, but most of the country teachers neglect to grow either flowers, fruits, or vegetables, which might be made so useful in illustrating the lessons in agriculture and horticulture. The South Toowoomba schools have improved their grounds, but, with this exception, I am sorry I cannot add to the list of neat gardens given in my last year's report.

INTERNAL ORGANIZATION.

STAFF.—The staff strength in State schools is 1 teacher to 33 pupils in average attendance, and ranges from 46 at Roma and Thargomindah to 12 at Gowrie Creek. In Provisional schools the average is 18 pupils to each teacher, but the attendance falls below that required by the Act at Annievale (9·7), Evergreen (11·8), Irvingdale (8·4), Mocatty's Corner (11·8), St. Ruth (10·6), Tipton (6·5), West Prairie (10·3), and Windorah (9·6).

The number of teachers employed is 162—namely, 98 in State schools, 41 in Provisional, and 23 in Roman Catholic schools. They are classed as 80 head teachers, 54 assistants, and 28 pupil-teachers.

Head teachers in State schools are classified as 24 in Class II., 11 in Class III., and 1 as temporary teacher. In Provisional schools none are classified; 4, however, have passed the examination as pupil-teachers of the Fourth Class. Assistants are—2 in Class II., 40 in Class III., and 12 not classed. The teachers generally are characterised by industry, zeal, and conscientious discharge of their arduous duties.

CLASSIFICATION.—The total enrolment for the whole district is 5,773 (being 316 more than last year)—viz., in State schools, 4,314; in Provisional, 879; and in Roman Catholic schools, 580. The number of pupils examined is 4,815—viz., in State schools, 3,648; in Provisional, 697; and in Roman Catholic schools, 470.

The percentage of enrolment in each class in State schools is as follows:—Sixth class, 2·1; fifth, 5·9; fourth, 12·9; third, 19·8; second, 25; and first, 34. In Provisional schools—Fifth class, 2·3; fourth, 13·1; third, 20·2; second, 24·9; and first, 39·2.

Average age in each class is—Sixth, 14·2; fifth, 13·5; fourth, 12·3; third, 10·8; second, 9; first, 6·9.

Average attendance was 3,305, or 76·6 per cent. of the enrolment, in State schools; and 677·5, or 77 per cent. of enrolment, in Provisional schools.

Regularity of attendance was not so good as last year—2,248, or 52·1 per cent., attended regularly in State schools; and 460, or 52·3 per cent., in Provisional schools. Only half the children enrolled, therefore, are under regular instruction. The greatest irregularity of attendance is found in the following schools:—Cattle Creek, none attended four-fifths of their time; Irvingdale, 13 per cent.; Jondaryan, 15 per cent.; Blaxland, 17 per cent.; Yingerbay, 20; Highfields, 25; Gowrie Creek, 26; Djuan, 27; Gomoron, 28; Gowrie Road, 28; Windorah, 28; North Toowoomba (girls and infants), 29; Lagoon Creek, 29; Wallumbilla, 30; Goombungee, 31; Bungeworgorai, 31; Oakey Creek, 34; South Toowoomba (infants), 34; Eulo, 36; and Moss View, 38 per cent. The irregularity is 6·2 per cent. greater than last year in State schools, and 11.3 per cent. in Provisional schools. In all the localities named the compulsory clauses, if made operative, would more than double the regular attendance.

During the year 1,114 boys and 954 girls were admitted into State schools; 149 boys and 154 girls into Provisional schools. The class promotions made were 2,970 in State and 616 in Provisional schools.

INSTRUCTION.—As reading is the most important subject of instruction, the character of a school may generally be determined by the amount of attention given to the preparation of the reading lesson. Reading is gradually improving in quality, not only as regards fluency, distinct articulation and easy recognition of words, but also in intelligence and expression. One common fault which the teacher is constantly fighting against is the *nasal twang* becoming habitual to Queensland children, through talking with closed teeth. Out of 32 State schools, reading was reported very good in 1 school, good in 11, very fair in 16, fair in 1, and moderate in 3.

In order to obtain rapid progress in the art and to secure really good reading, we require a properly graduated series of reading books. The Royal Readers are not suitable for this purpose; the lessons are of varying lengths, some too long to be taken as a week's work, others so short that two must be combined; they are not well graduated; they contain too many pages to be mastered in the specified time; they are not confined to teaching reading, but attempt extraneous subjects, as composition, derivation, domestic economy, useful knowledge, geography, and history. In No. 5 Reader, no less than 81 pages are devoted to these subjects and cannot be treated as ordinary reading lessons. A series of Readers better graduated, more suitable to our requirements, and containing sufficient matter to be mastered by each class in the specified time, is Longmans' "Ship" Literary Readers.

Judging by the practice of many teachers, it appears that the sole aim in teaching grammar is to give facility in the art of *parsing* and *analysing* instead of teaching the pupils to speak and write the English language correctly. Bain, in his "Education as a Science," says—"To teach grammar without a printed text, is like teaching religion without a manual or catechism; either the teacher still uses the catechism without the print or he makes a catechism for himself. There can be no teaching except on a definite plan and sequence, and good, instead of harm, arises from putting the plan in print. The grammar teacher, working without books, either tacitly uses some actual grammar, or else works upon a crude, untested, irresponsible grammar of his own shaping."

If space permitted, remarks might be made on other subjects of instruction and the best methods to be employed.

The highest marks for class proficiency were obtained in the following State schools:—

Sixth Class.—South Toowoomba (girls), 81·5; North Toowoomba (boys), 76·8; Gowrie Little Plain, 71·7; East Toowoomba, 68.

Fifth Class.—North Toowoomba (girls), 87·7; Roma, 79; Augathella, 78·6; Dalby, 78·6; South Toowoomba (girls), 74·8; North Toowoomba (boys), 73·1; Surat, 73·3; Morven, 72·1; South Toowoomba (boys), 72.

Fourth Class.—Gowrie Junction, 77·2; North Toowoomba (girls), 76·7; Hodgson, 75·2; South Toowoomba (girls), 74·7; Wallumbilla, 73·5; Mitchell, 73·3; North Toowoomba (boys), 72·8; Dalby, 72·7.

Third Class.—Glencoe, 79; Gowrie Junction, 77·5; Hodgson, 77; Maida Hill, 75·6; Gowrie Road, 75·2; South Toowoomba (girls), 74·8; Dalby, 74·7; Augathella, 73·5.

Second Class.—South Toowoomba (girls), 79; Gowrie Junction, 77·3; Hodgson, 75·7; Glencoe, 75·6; Dalby, 74; Middle Ridge, 73·3.

First Class.—Maida Hill, 75·6; South Toowoomba (girls), 75·3; Miles, 74·6; Jondaryan, 73; North Toowoomba (boys), 70·3; Dalby, 69·5; Gowrie Junction, 69·2.

SCHOOL COMMITTEES.

School committees are generally apathetic, either from ignorance of their duties or indifference. Some, however, have been very energetic and helpful to the teacher, both in obtaining necessary improvements and in securing regularity. In one or two instances I have found the teacher antagonistic to the committee; but this was a lack of judgment, for a teacher cannot receive too much assistance in promoting the welfare of his school. A teacher with tact would benefit his school and himself by inducing his committee to carry out their duties as specified in the Regulations. My experience has been that committees are anxious to perform their duties, and that the more they are asked to do the more they are willing to do.

SPECIAL OBSERVATIONS.

The average results of examinations for the whole district is 65·5 in State schools and 62·5 in Provisional schools. The following schools have distinguished themselves for efficiency and sound progress:—South Toowoomba (girls), 76·3; Gowrie Junction, 75·3; Dalby, 73·3; Glencoe, 73·3; North Toowoomba (boys), 70·9; North Toowoomba (girls), 70·2; Augathella, 70·8; Gowrie Road, 69·5; Gomoron, 68·6; Goombungee, 66·9; Miles, 67·7; Jondaryan, 67·7; South Toowoomba (boys), 67·2; Surat, 67·1; Mitchell, 66·8; East Toowoomba, 66·7; Gowrie Little Plain, 66·6; Roma, 64·3.

I have, &c.,

J. KILHAM,
District Inspector.

The Under Secretary, Department of Public Instruction.

METROPOLITAN DISTRICT, SOUTH-WEST DIVISION.

REPORT OF MR. DISTRICT INSPECTOR MACGROARTY.

South Brisbane, January, 1897.

SIR,—I have the honour to submit to you my General Report for the year 1896.

As for the previous six years, the Metropolitan District, South-West Division, was in my charge.

SCHOOLS.—The number of schools in the district is 72, and they may be classed as follows:—

State schools for Girls only	3
" " Boys only	5
" " Infants only	3
" " Girls and Infants	2
" " Boys, Girls, and Infants	17
Reduced State schools	3
Provisional schools	23
Roman Catholic schools	15
Church of England school	1
Total	72

The work of inspection began on the 5th of February, the previous part of the year having been taken up in valuing examination papers, and in writing my Annual Report—and, except four days when attending a conference of inspectors, five days when drafting examination papers, and two weeks' leave of absence, was continued till the schools closed for the summer holidays, the remaining few weeks of the year being spent in supervising the annual examination of teachers, &c., at Brisbane, and in valuing examination papers. All the schools in my district were fully examined and reported on, and six schools were inspected a *second* time—one of them in detail on account of a change of teachers. For the purpose of testing pupil-teachers in class teaching, reading, and practical drill, 24 schools were visited a second time by me, the number of candidates so examined being 97—for the rank of Second Class, 1; for Third Class, 6; for P.T. 4, 7; for P.T. 3, 14; for P.T. 2, 28; and for P.T. 1, 41. Visits were made to Lacey's Creek, in the Upper North Pine district, and to Stony Creek, near Durundur, to inquire into applications made for the establishment of new Provisional schools in those localities. Inquiries into complaints made against teachers were held in two instances, and, in connection with one of them, I could not but notice the waste of time involved and the utterly contradictory statements made by witnesses, because, as I think, evidence could not be taken on oath.

MATERIAL ORGANIZATION.

A neat, substantial, and commodious school building has been erected by the settlers at Delaney's Creek, assisted by the Department, to take the place of the old dilapidated "humpy" in which the work of the school has hitherto been carried on. In the following schools the accommodation is not sufficient for the attendance:—Woolloongabba (girls and infants), Maryborough (Albert), and Milton. In the other schools of the district—allowing 8 square feet for each child in average attendance, the space allowed in English schools, but which cannot be regarded enough in a climate like ours—the inside floor space is sufficient; in Bald Hills and Kangaroo Point (boys) barely sufficient; but at North Pine and Maryborough Central schools more than ample. A new wing—38 feet by 22 feet—has been added to the Junction Park school, and one—20 feet by 18 feet—to the Indooroopilly Pocket school. At the Milton school, two playsheds, each 44 feet by 24 feet, have been provided. Woolloongabba (boys), South Brisbane (boys), and Junction Park have each been furnished with gymnastic apparatus, and at the last the lavatories have been much enlarged and improved. The schools at Toowong Caboolture North, Indooroopilly, and Maryborough Central were painted and repaired during the year, but those at North Pine, Caboolture South, Coorparoo, Zillmere, West End (boys), Harrison's Pocket, Little Cabbage-tree Creek, and Terror's Creek are in need of painting. Tenders were accepted for adding verandas to the school at Terror's Creek. The old brick building at West End, occupied by the infants, and partly by the girls, has had a thorough overhaul during the year, but a dividing fence between the West End schools is still a want.

The furniture, apparatus, and material for instruction are generally suitable and sufficient, but regarding the *quality* of the slates supplied, complaints are very common. Cabinets to hold specimens to illustrate object and other lessons are not sufficiently common in the schools of the district, but in this direction Maryborough (Albert) has during the year added to its already liberal supply several specimen boxes, exemplifying the different stages in the manufacture of many articles in common use.

The enthusiasm in connection with Arbor Day is not so pronounced as at its inception, but useful work continues to be done in most school grounds, especially at Junction Park, Woolloongabba, Kangaroo Point, Little Cabbage-tree Creek, Kilcoy, Upper North Pine, Redcliffe, and Burpengary. "Flower cultivation" receives some care in several schools, but not that whole-hearted attention one might expect, for, "to love flowers and study them in their growth, habits, and history, have a refining and elevating influence, tending to develop a fine taste and quicken the perception to a better appreciation of the beauty of form and colour."

INTERNAL ORGANIZATION.

The teachers of the district are, on the whole, a highly-deserving body of public servants. They are earnest and loyal in the discharge of their onerous and trying duties, and their conduct generally, so far as it comes under my notice, is exemplary. Taking classification—not necessarily, however, an infallible test of a successful teacher—as a standard, the following will show at a glance the quality of the teaching staff employed at the time of inspection in the schools of the district, Roman Catholic and Church of England schools not included:—

—	MALES.		FEMALES.	
	Head Teachers.	Assistants.	Head Teachers.	Assistants.
First Class, Division 1	3	0	0	0
" " " 2	2	0	0	0
" " " 3	0	0	0	0
Second Class, Division 1	8	2	2	0
" " " 2	2	1	1	0
" " " 3	5	0	1	0
Third Class, Division 1	1	3	5	30
" " " 2	1	9	0	27
" " " 8	1	13	1	9
Unclassified Teachers	5	0	16	8
Pupil-teachers, Fourth Class	0	0	1	1
" Third Class	0	0	1	1
" Second Class	0	2	0	8
" First Class	0	7	0	7
" on Probation	0	5	0	17

In the State and Provisional schools of the district there are 127 classified teachers, 3·94 per cent. of them being in the First Class, 17·32 per cent. in the Second Class, and 78·74 per cent in the Third Class, but, counting only those of them in charge of schools, 15·6 per cent. must be allotted to First Class, 59·4 per cent. to Second Class, and 28·1 per cent. to Third Class. The percentages of the whole teaching staff of the district in the following ranks are:—

Classified teachers—all except 1 in State schools	63·2	per cent.
Unclassified teachers—all but 2 in Provisional and reduced State schools	11·9	„
Pupil-teachers of Fourth Class—all except 1 in State schools	1·0	„
„ Third Class „ „ „	1·0	„
„ Second Class—all in State schools	5·0	„
„ First Class „ „	7·0	„
„ on probation „ „	10·9	„

In all the State, reduced State, and Provisional schools, the number of pupils in average attendance to each teacher—including the pupil-teachers on probation, the inclusion of whom among the members of the staff finds no favour with the teachers—was 34·9—in State schools 37·1, in Provisional schools 21, and in reduced State schools 19·6. In 12 State schools the pupils to each teacher exceeded 40—in one of them exceeding 50; in Provisional schools the number varies from 9 to 31.

GOVERNMENT.—The pupils, on the whole, by their ready and prompt obedience to all necessary commands, by their honest, open, and cheerful performance of the work allotted to them, and by their respectful demeanour towards their elders and one another, give ample evidence of the untiring watchfulness with which the teachers look after the moral training of the little ones placed under their charge—a part of their duty more important to the State and the pupils themselves in after life than is the imparting of *mere* knowledge.

CLASSIFICATION.—Most teachers in small schools, in the face of repeated advice and warnings to the contrary, will insist on breaking up their handful of children into six, seven, and even eight drafts—one school with 19 pupils having *six drafts*, one with 20 pupils *seven drafts*, and one with 30 pupils *eight drafts*. In a school with only one teacher the drafts should not exceed four. In the large schools, however, the classification is mostly judicious, but even here the drafts are not always combined for oral teaching where such is very desirable and quite workable. On the whole the schedule requirements are quite fairly overtaken, the average proficiency for all schools having reached 62.3 per cent.—State schools 64·6 per cent., reduced State schools 59·4 per cent., and Provisional schools 57·1 per cent. As a rule, the ages of pupils compared with the standard are often in excess, but the contemplated changes in the schedule, which may soon be expected to be in force, will, no doubt, in a great measure remove this anomaly.

The number of schools between 50 and 60 per cent. in proficiency was	27
The number of schools between 60 and 70 per cent. in proficiency was	26
The number of schools 70 per cent. or over in proficiency was	3

Including Roman Catholic and Church of England schools, the enrolment, pupils examined, and average attendance of the schools inspected by me were respectively 12,156, 10,497, and 9,343·1; but, including the school inspected in detail a second time, the children examined by me numbered 10,707.

In *quantity* the attendance for all State and Provisional schools was well over *very fair*—76·8 per cent. of the enrolment; State and reduced State being 76·9 per cent., and Provisional schools 74·8; its *quality*, however, was not satisfactory, only 51·4 per cent. of the enrolment having attended school four days out of five. We have, then, in the district 27 schools, with 4,841 pupils, or 51·6 per cent. of the children on the rolls of the State and Provisional schools, that return only 1,950 pupils, or 40·3 per cent. of the enrolment who attend school regularly. For such carelessness on the part of parents there seems to be no remedy but *compulsion*.

RECORDS.—The school records are generally well and faithfully kept.

SPECIAL OBSERVATIONS.—In 3 schools the average percentage of all results reached or exceeded 70:—Maryborough (Albert), 71·6 per cent.; Maryborough Central (infants), 70·2 per cent; and Coorparoo, 70 per cent. Then follow, more or less closely, Woolloongabba (girls and infants), 69·4 per cent.; Caboolture North, 67·5 per cent; Little Cabbage-tree Creek, 67·4 per cent.; Kangaroo Point (boys), 67·2 per cent.; Junction Park, 66·5 per cent; Indooroopilly Pocket, 66 per cent.; Maryborough Central (girls), 65·8 per cent.; Maryborough Central (boys), 65·7 per cent.; and Woolloongabba (boys), 65·1 per cent. The schools with the lowest percentages were Deception Bay, 51·3 per cent.; Kobble Creek, 53 per cent.; Stanmore, 53·4 per cent.; Woolmar, 53·7 per cent.; Neurum Creek, 53·8 per cent.; and Delaney's Creek, 54·9 per cent. The classes that gained 70 per cent. or over were in the following schools:—

Sixth Class.—Maryborough (Albert), 72·1; Woolloongabba (girls and infants), 72; Coorparoo, 71·7; Maryborough Central (girls), 71·1; Woolloongabba (boys), 70·6; South Brisbane (girls and infants), 70·6; South Brisbane (boys), 70·5; Caboolture North, 70; and Milton, 70.

Fifth Class.—Maryborough (Albert), 70·9; Indooroopilly Pocket, 70·8; Junction Park, 70·4.

Fourth Class.—Maryborough (Albert), 72·5; Coorparoo, 70·9; Little Cabbage-tree Creek, 70; Rocksberg, 70.

Third Class.—Maryborough (Albert), 72·5; Maryborough Central (boys), 70·6.

Second Class.—Caboolture North, 72; Maryborough (Albert), 71·3.

First Class.—Coorparoo, 71·4; Maryborough (Albert), 71·3; Woolloongabba (girls and infants), 70·6; Maryborough Central (infants), 70·2.

Nineteen boys and 6 girls—Maryborough (Albert), 7; Coorparoo, 5; Woolloongabba (boys), Milton, South Brisbane (boys), Maryborough Central (boys), 3 each; and Indooroopilly Pocket, 1—were successful in gaining Grammar School scholarships at the annual examination held in December last.

The establishment in our own colony of an agricultural college removes a long-felt want. I hope some plan will be adopted to bring its advantages within the reach of as many of our teachers as possible—the attendance of a large number of them for a few hours on Saturdays should be easily arranged—and these in turn will be able to cultivate a taste for agriculture and kindred pursuits among their pupils. The college will, no doubt, be able to assist teachers and pupil-teachers in acquiring a knowledge of natural science, and thus enable them to teach the subject of agriculture intelligently and usefully in their own schools.

I have, &c.,

D. C. MACGROARTY,
District Inspector.

The Under Secretary, Education Department, Brisbane.

EAST MORETON—SOUTH.

REPORT OF MR. DISTRICT INSPECTOR SHIRLEY.

South Brisbane, February, 1897.

SIR,—I have the honour to submit my Annual Report on schools of the South-East Moreton district for the year 1896:—

The division under my charge comprises that portion of East Moreton south of the river and the metropolitan boundaries, and a long finger-like northern extension along the Brisbane Valley railway line and the Esk-Nanango coach road. It also includes certain isolated schools—as Petrie Terrace, Sandgate, Glamorgan Vale, &c. Within this area are to be found some of the richest agricultural and pastoral districts of Queensland, such as the upper portion of the Logan basin, the district having Cressbrook as its centre, the eastern section of the Rosewood Scrub, and the wheat country round Nanango. Settlement proceeds rapidly within this district, and the demand for new schools is a constant feature of each year's work. In 1890 there were 84 schools in operation, 4 of which have since been closed; by 1896 the number had increased to 117. Omitting 3 private schools and 11 schools added from neighbouring districts, 23 new centres of education have been formed in the past six years. The greatest increase occurred on the Nanango plateau, where, within a radius of twenty miles from the town of Nanango, schools have increased since 1890 from one to seven, and action has been taken for the establishment of another at the Tabinga Village Settlement. Along the coast road from Brisbane to Tallebudgera, and on the line of the Logan road from Rocklea to Beaudesert, schools are to be found every few miles, the supply having been kept well abreast of settlement here and elsewhere throughout the district. An application for the establishment of a Provisional school at Veresdale Scrub had to be reported upon adversely, there being danger of injury to existing schools.

Notwithstanding the yearly increase of schools, my more perfect knowledge of routes, and of means of travelling, enabled me to economise time so that 116 schools were examined in detail, one received by direction a second complete examination, and 16 were visited a second time for professional examination of teachers, the observation of methods, time-tables, &c. The Redbank school, which has gradually dwindled in numbers since the opening of a State school at Dinmore, was closed throughout the year. A State school to accommodate 125 pupils was opened at Wynnum in January last; the Provisional school at Eight-mile Plains was superseded by a State school; and, through increased attendance, the Moggill school regained its rank as a classified State school.

There has been considerable activity during the year in improvements to State schools; among matters in hand or completed may be mentioned the erection of a new residence at Bulimba; increased accommodation at Beaudesert and Newtown; painting and repairs—Bundamba Lower, Coomera Lower, Loganholme, Oxley, and Redbank; painting veranda and repairs—Moggill; repairs—Mount Gravatt, Tingalpa, and Tallebudgera; playshed—Sandgate; rearrangement of room and improvement of furniture—Nanango; increased accommodation, raising schoolhouse, and raising and repairing residence—Rocklea. The Fernvale settlers applied for the removal of their school to a more central site; and a meeting of parents endorsed this application. Should present rates of increase be maintained, extra accommodation will soon be necessary at Esk and Bulimba. The unclassified State schools at Bundamba Upper, Cedar Creek, Cleveland West, Pimpama, and Samford were reported as needing repairs. Provisional school committees have also shown genuine interest in school affairs; a new schoolhouse is in process of construction at Mount Cotton; enlargements are projected at Atkinson's Lagoon and Darlington; and repairs or improvements have been made at Barker's Creek, Kedron Upper, and Lockyer. Provisional schools at Caningera Upper, Bulwer, Bundall, and Ivory's Creek were reported as in need of repairs, additions, or extensions. New Provisional schools were opened during 1896 at Currumbin, Blackbutt, and Gregor's Creek.

The trees growing in our school grounds were not greatly increased in number on Arbor Day last; many grounds are now planted to their full carrying capacity; and teachers with unfenced areas have learned by painful experience the futility of planting under such conditions. On the rich basaltic soils along our coast, at Wellington Point, Redland Bay, &c., the mango proves a tree of rapid growth, and with good shade qualities; on the poor forest lands, stretching from Beenleigh through Logan Village to Brown's Plains, native figs and silky oaks grow well when planted in trenches drained by a lower layer of boulders or saplings; on the black soil, along the upper courses of the Logan and Brisbane, a considerable range of selection is possible; but, where frost is feared, there is no better tree than the Chinese elm, which also thrives well at Nanango.

In 47 State schools there are 101 adult teachers and 31 pupil-teachers employed in teaching 5,690 enrolled scholars, of whom 4,388 attend daily; and 4,713 were present for examination. On an average each teacher in a State school is charged with the management of 43 enrolled pupils, of whom 33 are under instruction daily, and 36 were presented for examination. In 14 unclassified State schools, 50 Provisional schools, and 2 half-time schools there are 1,769 pupils on roll, 1,303 in average attendance, and 1,383 were present for examination. In these small schools the average charge for each of the 65 teachers is 27 enrolled pupils and 20 average attendants. In all schools examined the enrolment was 7,702, the average attendance 5,904, and the number examined 6,310. Pupil-teachers, and assistants who have been pupil-teachers, are often narrow and mechanical in their teaching range; they commenced their course at an early age, and the time required for tuition, teaching, and home tasks has shut them off from much of the practical in life; their lessons savour too much of the text-book, and are not sufficiently supplemented by additional reading outside the official manuals. The best lesson heard during the year was given by a female teacher in a Provisional school who had never been a pupil-teacher, but whose interest in her work, marked individuality of style, shrewd common sense, and practical nature, made the lesson a treat to examiner and pupils. Male teachers in Provisional schools know by experience the arithmetical needs of their neighbourhoods, and their problems in the required rules are often of an eminently useful kind. The 166 adult employees, in schools of all classes, are men and women of good mental ability; and, with few exceptions, are also of good tone and repute. The residuum may be found in State schools of the eighth class, in reduced State schools, and occasionally in Provisional schools.

Progress in the courses laid down by the present schedules is well maintained, as proved by classification and attainments. Infant classes constitute rather less than one-third the total enrolment, a decrease of 10 per cent. in this section during the past ten years. Twenty-two per cent. of pupils in this district are now to be found in classes higher than the third, as compared with seven per cent. in 1886.

It is sometimes possible for inspectors, during visits of inquiry concerning proposed new schools, to acquire a knowledge of the habits and manners of bush children before enrolment in a school. Experience of this kind was gained at the fishing village near the mouth of Coombabah Creek, at the village settlement on Blackbutt Range, at the German settlement in Mount Beppo Scrub, and elsewhere. The improved speech, bearing, manners, and intelligence of these children show what can be done by teachers who are themselves models of all they wish their pupils to be; and whose patience, energy, and industry are unquenchable. These are but a few examples among many; and, generally in South-east Moreton, the good qualities of our teachers are reflected in the tone, behaviour, and industry of pupils. Adverse reports upon discipline were made concerning Cedar Creek, Curigee, Maudsland, and Mount Cotton schools, and improvement was demanded at Belmont, Brown's Plains, Darlington, and Gleneagle.

In friendly conversation with teachers very little complaint was expressed by them concerning schedules, and the dissatisfaction was limited to three points—the heavy demand in arithmetic, the short course in Class I., and the complex requirements under object lessons. Outside these points there was unanimity as to the ability to cover the remaining subjects in the allotted time. It is generally understood that relief will be given in these three directions, and the departmental requirements should have no terrors for the average teacher.

The reading-books selected for our schools supply a good and sufficient quantity of reading matter, and the recognition of words is usually correct; but provincialisms die hard, and the clipping of the final *g*, the change of the *ou* or *ow* into *eou* or *eow*, and in some localities the neglect of aspirates, spoil the pronunciation. Pupils generally have a good grasp of the meanings of words and phrases found in the reading text, and teachers show creditable proficiency in this direction. At the present moment there is a perfect glut of good copy-books, and head teachers are often tempted to change by the arrival of specimen copy-books forwarded from an interested publisher. Where writing is well taught, and a school has been under the same head teacher for a course of years, the style of handwriting throughout that school should be fixed and uniform. At the Beenleigh school, head master, pupil-teachers, and pupils write exactly the same hand—a result obtained by the continuous use of Vere Foster's copies. In this school a change to another and wholly different system would be disastrous.

In the professional examination of teachers and pupil-teachers, the specimen lessons asked for have usually been selected from some easy rule of arithmetic, and the results obtained go far to prove that great improvement is possible in the treatment of this subject. The chief faults observed were the neglect to cover the necessary work in tables before commencing a rule, the huge numbers used from the first in mechanical examples, the want of practical application in the problems, the contrast between the small amount of explanation and the heavy demand involved in the first test example, and the constant attempts to teach a whole rule in one lesson instead of a definite portion of a rule.

In 105 schools the instruction given is regarded as satisfactory; in the remaining schools at Belmont, Bunya, Caningera Upper, Christmas Creek, Curigee, Gleneagle, Loganholme, Mount Cotton, Sarabah, Seventeen-mile Rocks, and Veresdale the teaching, in whole or part, is not creditable to the staffs. Five of these schools are now under different management, and improvement is expected. The Nanango school stands first in the district for thorough and intelligent teaching; and following, in order of merit, are the Currumbin, Rocklea, Fernvale, Cape Moreton, Greenbank, Barker's Creek, Cooper's Plains, Mount Beppo, Ivory's Creek, and Blackbutt schools.

A considerable amount of petty carelessness was shown by teachers in posting the records. In small schools fifteen minutes each evening should suffice for recording the daily items; yet the old excuse of "no time" was not seldom advanced. Records were incomplete or inaccurate at Beenleigh, Bigriggan, Bunya, Caningera Upper, Curigee, Kedron Upper, Myora, Mount Cotton, Lytton, Samford, Westbury, and Wivenhoe.

The spread of the Volunteer movement among teachers has been noted with pleasure, and their determination to qualify themselves for military duties has been proved by their attendance during Christmas holidays at the Lytton camp of instruction; but the formation of school cadet corps is still a pious aspiration, and needs that encouragement which has successfully fostered the movement in New South Wales. In the mother colony, in 1895, there were 4,468 cadets enrolled in school corps; these have weekly drills, monthly parades, and an annual rifle meeting; they are armed with Braendlin carbines, and form an important adjunct to the Defence Force of the colony.

I have, &c.,

JOHN SHIRLEY, B.Sc.,
District Inspector.

The Under Secretary, Department of Public Instruction.

DOWNS DISTRICT SOUTH.

REPORT OF MR. DISTRICT INSPECTOR ROSS.

Drayton, January, 1897.

SIR,—I have the honour to submit my General Report for the year 1896.

DISTRICT.

During the year the State school at St. George and the Provisional schools at Mungindi and Bollon were added to my list of schools, greatly extending the Western limits of the district. It may now be described as lying along the southern border of the colony from Killarney to Mungindi, thence north-west to St. George, and westward from that place to Bollon. A line drawn from Drayton to Bollon approximately marks its northern boundary. Within these limits there are 41 State, 42 Provisional, and 2 Roman Catholic schools, a total of 85 schools.

SCHOOL CHANGES.—The new Provisional school at Brigalow Gully, near Inglewood, was opened at the commencement of the year. New Provisional schools were recommended at The Nobby, near Clifton; Strathane, near Leyburn; and at Goondiwindi East. Inquiries were held at Domville, Punch's Creek, and Wheatvale, but at none of these places was the number of children sufficient to maintain a Provisional school, nor near enough to enable any two of them to be grouped as half-time schools. It is, however, gratifying to have to report that, with the special assistance granted by the Department, a teacher will be maintained at each of these places. Half-time schools—that is, two small schools near each other taught by one teacher on alternate weeks or days—are, and have been, a recognised feature of the administration of the Department; but, as far as my experience extends, the assistance now granted is a "new departure," and is one that will be hailed as a boon in the more sparsely populated portions of the district and of the colony. Beyond this there does not appear to be any further practical extension in the direction of bringing the means of education within the reach of the children of the colony.

INSPECTION.—The reading and valuing of Grammar School scholarship papers, the preparation of my Annual Report, the usual three weeks' leave of absence, the conference of inspectors, the preparation of examination papers, and presiding at the examination of teachers, were the only items that interfered with the regular work of inspection. All the schools were inspected once in detail, 3 were so examined a second time, and second visits were paid to 6 of the others.

MATERIAL ORGANIZATION.

At Allora and Goondiwindi additions to the present buildings are much needed, and at Dalrymple Creek, Hendon, Hermitage, and Inglewood increased accommodation is desirable. Elsewhere the floor space is equal to, and, in many places, is in excess of, present requirements. Generally speaking, both schoolhouses and teachers' residences are in good repair. The pressing necessity of both—and at many schools it is a very pressing one—is painting, of which there has been little or nothing done in this district for some years. Though late in the field, the committee, teachers, and pupils of the Warwick West schools deserve great credit for the improvements effected in the school grounds. The border of shade-trees, shrubs, and flowers, running right round the grounds, presented a gay and lively appearance at the time of my visit—a pleasing contrast to that which greeted the eye in former years. While there are others more or less deserving praise, the palm for tastefully-arranged flower-beds, and for the variety and beauty of the floral display, must be given to the teachers at Darkey Flat and Inglewood.

Generally speaking, teachers exercise a creditable amount of care of the property of the Department intrusted to them, but with some there is an unaccountable and unreasonable dependence on the Department for the smallest and most trifling repairs.

INTERNAL ORGANIZATION.

The teaching staff in the State schools of this district consists of 41 head teachers, 17 classified assistants, and 24 pupil-teachers; and the average number of pupils taught by one teacher is 32·4. By the appointment of pupil-teachers almost all the anomalies of the past years in regard to staffs have been removed. Generally speaking, the staffs of the various schools are equal to the requirements. The two Pikedale half-time schools are taught by one teacher. At Mountain View the head teacher has an assistant; but in all other Provisional schools there is only one teacher, and the average number of pupils to each is 20.

Of most of the head teachers, both State and Provisional, it may fairly be said that they are honestly trying to do their duty, and that amongst those in State schools there are many who bring considerable ability and zeal to the performance of it, and who spare no pains in advancing the interests of those in their charge. There are others, however, of whom one cannot but feel that it is a pity they did not in early life adopt some other means of earning a living. The assistant teachers, with slight exception, are doing very creditable work.

In the mother country one of the most unchangeable features of the ever-changing aspect of the education question during the last half-century has been the continuous employment of pupil-teachers. The conditions under which they are employed, the hours of labour, and their course of study have undergone modification; but as important factors in the working of a school they still remain, and are likely to remain. It is from their ranks the future heads of schools will be drawn. How important it is, therefore, that the greatest care should be exercised in the selection and training of them. There seems to be an impression abroad that the *training* can only be well done when the head teacher is free to give his whole time to the work. This is a grave mistake. If the pupil-teacher be kept under the eye of the head teacher—as he should be in all but the largest schools—he will constantly have before him a model that he should be encouraged to copy. If the model be good it will, as a *training force*, be of more value than much precept. Any defects or errors in the copy should be dealt with at the close of the day in a kindly sympathetic manner. Nagging, peevish fault-finding, or gruff reprimand of a young teacher's work before the class he teaches, tends rather to provoke insubordination, if not antagonism, than to arouse that spirit of emulation and desire to excel which it should be the business of every head teacher to stimulate and to foster in those placed under him.

ATTENDANCE AND CLASSIFICATION.—In State schools the total enrolment for the month preceding the date of inspection was 3,545, and in Provisional schools 1,114—a grand total of 4,659. Including the 354 in the Roman Catholic schools of Warwick and Stanthorpe, the total enrolment of all schools under inspection in this district was 5,013. The average attendance for the same period in State schools was 2,632·4, and in Provisional schools 850·3—a grand total of 3,482·7. The percentage of the enrolment in daily average attendance during the month preceding inspection was 74·3 in State schools, and 76·3 in Provisional schools. During the quarter preceding inspection, 2,472 pupils, 53 per cent. of the aggregate attendants, were present 80 per cent. of the school days during which they were enrolled. Except to a comparatively trivial extent I do not see any good grounds for believing that the attendance, as above stated, is likely to improve with existing appliances; nor am I quite sure that the compulsory clauses of the present Act, if put in force, would affect all the improvement that its advocates claim it would affect. It might, however, be worth while to make the experiment in one of the districts, with a view to test what is possible under the present Act, and to furnish a guide to any future legislation which I have no doubt will require to be undertaken in the direction of increasing the number of compulsory attendances to be made during each half-year. Of the number of children of school age without or partially without the means of education there is no reliable data. When travelling one comes across them in wayside places, or pitched here and there in the bush remote from all schools. Even in those unlikely places, occasionally, some "waif or stray" who has drifted downward through the usual failing, or some young person is found who, for little beyond board and residence, carries on some desultory form of instruction. Others there are who are without this poor substitute for regular and systematic instruction. What can be done for those children, so unfortunately situated in either case, more than the Department is now doing—viz., supplying a teacher wherever an average attendance of six children can be got together—is a problem to which there seems no practical solution.

Broader and sounder views in regard to classification are now more generally held, and the minute subdivisions in the smaller schools, so often adversely criticised in former years, may be said to have passed away. There is still, however, much valuable time and energy wasted, or at least unprofitably spent, in the smaller schools, by teachers attempting to give separate lessons in geography, grammar, and object lessons to each class studying them. Whenever practical, classes should be combined for instruction in these subjects.

The percentage of the enrolment in each class at the date of inspection was:—

Class	VI.	V.	IV.	III.	II.	I.
State schools	3·0	8·8	15·4	22·3	20·4	30·1
Provisional schools	0·0	4·3	13·6	22·3	23·4	36·4

A strong feature in the character of the schools in this district, both State and Provisional, is the discipline and moral tone. Generally it is good, and occasionally it is either excellent or very nearly approaches that standard.

INSTRUCTION.

Of 4,640 pupils enrolled at the date of inspection, 3,684, or 79·4 per cent., were present and were examined. This is rather above the normal attendance, but the absence on the day of inspection of so large a number—one-fifth of the enrolment—is to be deprecated. The four-fifths may pass a very satisfactory examination, but one would like to know how the other fifth compared with them. As long, however, as a teacher is supposed not to know when his school is to be examined, he can hardly be held responsible for the attendance on the day of the inspector's visit. In State schools the average general proficiency was 66·3 per cent., and in Provisional schools 63 per cent. The corresponding figures for 1895 were 64·4 and 61·4 respectively. There is, therefore, an increase of 1·9 in the former class of school and of 1·6 in the latter. Small as the increase looks expressed in figures, it denotes a very appreciable advance in general proficiency, and is, taking all the circumstances surrounding the working of the schools into consideration, very satisfactory. With the revised schedule, in which the work to be done is more evenly distributed throughout the several classes, a still higher standard of proficiency should be reached. In my detailed reports of inspection the subjects to which adverse criticism was most frequently directed were object lessons and geography. Of the other branches the methods of teaching are fairly satisfactory in most State schools, and are steadily improving in the Provisional. Attention has been so frequently drawn to the object lesson in my reports of past years, that I might be permitted to offer the following quotation, which seems to fit in so well with much that has been said in individual reports of inspection:—"The commonest thing—a candle, a boy's squirt, a piece of chalk—in the hands of a teacher who knows his business may be made the starting-points whence children may be led into the regions of science, as far as their capacity permits, with sufficient exercise of their observational and reasoning faculties on the road. If object lessons often prove trivial failures, as they frequently do, it is not the fault of object lessons, but that of the teacher, who has not found out how much the power of teaching a little depends on knowing a great deal and that thoroughly." No teacher can give a good object lesson without thorough preparation and some degree of enthusiasm for the subject chosen. Many lessons that I have heard, and others that I have examined, reveal the same discreditable features—namely, ignorance, or want of preparation on the teacher's part, and not much increase either of knowledge or intellectual effort on that of the pupils. To load children's minds with disconnected and indigestible facts is, to say the least, of doubtful value as a process of education. Geography is seldom really well taught, the aim being rather to burden the memory with lists of names than to cultivate the faculties of observation and comparison for which this subject offers special facilities. At the outset of the study it is by no means an uncommon occurrence to find that the local features, so admirable and so essential a starting-point have been wholly disregarded. In the middle course the comparative sizes of countries, of heights of mountains, lengths of rivers, the relative position and importance of towns, why rivers run in one direction and not in another, why one coast line is indented and another not, and many other items that would serve to excite curiosity, provoke interest, and to exercise the mental faculties, are left unnoticed, or are merely topics for passing remark. In the higher course—physical and mathematical geography—the method is much more rational. In the former subject, however, too direct a plunge is made into the text-book. The forces at work around us and the resulting changes are overleaped, and, as a very natural consequence the study becomes too objective, merely a something to learn with which we have no concern, rather than as entering largely into our actual daily experience, and as furnishing us with an explanation of many of the phenomena of our daily life. Drawing, which is so admirable a training, both for eye and hand, is making steady progress.

In drawing, object lessons, mechanics, agriculture, domestic economy, and first aid in accidents we have a very respectable contribution to technical education. If to these subjects be added elementary mathematics and science, the list will include all of technical education that can be profitably carried on in the Primary school. Any further instruction that may be necessary could be much better given in connection with the Schools of Art in the larger towns, the course of study being directed, and the work done being periodically examined, by a competent body in connection with the Metropolitan Technical College. To extend the range of studies in the *Primary* school so as to take in those proper to the *secondary* would be a grave mistake. Each class of school has its proper function in any system of education, and neither can incorporate the work of the other without incurring unnecessary expenditure and great waste of teaching power. What is really of much greater importance towards the completion of our system of education is—(1) The compulsory regular attendance at school of all children of school age; (2.) some provision for the higher education of our young teachers.

I have, &c.,

R. NEWCOMBE ROSS,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

EAST MORETON NORTH.

REPORT OF MR. DISTRICT INSPECTOR SCOTT.

Brisbane, February, 1897.

SIR,—I have the honour to submit the following General Report for the year 1896.

DISTRICT.

LIMITS.—My district, consisting of the northern portion of East Moreton, most of Wide Bay, and the Upper Burnett, was the same as in the preceding year.

Within the above limits were 90 schools subject to inspection: 25 being State, 62 Provisional, and 3 Roman Catholic schools.

SCHOOL CHANGES.—The school at Pie Creek, south of Gympie, was opened at the beginning of the year, and that at Mount Shamrock, dormant since 1893, was resuscitated a little later.

Renewed applications for the establishment of schools emanated from Kannagan, near Gootchie, Razorback, on the Blackall Range, and Traveston Siding, on the North Coast Railway; and, the conditions being favourable, a school was in each instance established in the course of the year. A school was also established at Kingbombie, to the west of Kilkivan. The establishment of a school at Eudlo, on the North Coast line was approved; but difficulties connected with site and building have delayed its realisation. Proposals from Imbil, on the Upper Mary River, and Chatsworth road, in the neighbourhood of Gympie, were not recommended. Increase in the number of pupils at Cooran, Lagoon Pocket, Munna Creek, and Nambour has in each case caused the initiation of a movement for the conversion of the existing Provisional school into a State school. Only at the first and last-named places is there any immediate prospect of such a change being consummated. The school at Inskip Point was not in operation during the year. This, in conjunction with the closure of the Lake Weyba school referred to last year, gives a net increase of 5 in the number of Provisional schools, the number of State schools remaining unchanged.

APPORTIONMENT OF TIME.—Reporting on schools inspected near the end of 1895, the reading and valuation of examination papers, writing my Annual Report, and two weeks' leave of absence, occupied my time for the first six weeks of the year. Work in the field was resumed on the 21st February, and continued till the end of the school year in December, with the exception of one week in July given to attendance at the inspectors' conference and drafting a set of examination papers. Presiding at the annual examination of teachers at Gympie and reporting filled up the remaining portion of the year. During the abovementioned period, all the schools in operation in the district were examined once in detail; but the time at my disposal did not admit of any second inspections other than those incidental to hearing the exercises of pupil-teachers at some of the larger schools. Seven candidates for employment as teachers of Provisional schools were examined, and their attainments were duly reported upon.

MATERIAL ORGANIZATION.

STATE SCHOOLS.—The increase of attendance that has characterised many of the schools has taxed to the utmost the capacity of some of the buildings. All available space was being fully utilised at the Gympie Central (boys and girls) schools and at the One-Mile (boys) school. At the Central (girls) school the complete enclosure of a wide veranda—enabling it to be used for teaching purposes in all weathers—afforded a considerable measure of relief. The schools at Tinana and Torbanlea were crowed to excess; while at Eidsvold and East Maryborough the rooms were quite full. The rapid growth of the Monkland school has caused an addition to the building to be sanctioned.

The past year has been a period of considerable activity in regard to painting and general repair of school buildings, the most prominent instances being the Buderim Mountain, Mungar, and St. Helen's schools. At Tinana the school was re-roofed; and minor repairs were carried out at various places. Commodious playsheds were erected at Eidsvold and West Maryborough.

PROVISIONAL SCHOOLS.—As a general rule, the accommodation for the pupils is good in kind and ample in extent. At Monal, however, the schoolroom was crowded. The rooms at Mungore Creek and Curra have been lengthened, and that at Miva has been painted. At Owanyilla—formerly a State school—the buildings stand greatly in need of paint for their preservation. At Munna Creek and Kingbombie schools the iron roofs are unceiled, greatly to the discomfort of those who have to work in them. The school at Traveston Siding is housed in temporary quarters, but a new building was to be provided. Additional verandas had been provided at Eumundi and Kilkivan Junction.

The residences attached to State schools were generally found to be in good order and condition. Accommodation for the teachers of Provisional schools, varying in kind from the quasi-State school residence at Woombye to the small slab house at several places, is provided at 16 of these schools. At the others the teachers have to obtain accommodation at a neighbouring farmhouse, which is often barely sufficient to accommodate the settler's family. As, however, there seems under such circumstances to be a very general disposition to do as much as possible to promote the teacher's comfort, complaints on this score from teachers have been very few in number.

School grounds do not this year provide much material for remark. Those at Eidsvold were fenced, and, at inspection, rather elaborate preparations for tree-planting were in progress. At Bollier the grounds were enclosed by a three-wire fence, and a similar improvement was being undertaken at Biggenden. At 18 of the Provisional schools the grounds are fenced, and thus provide secure accommodation for the horses of pupils coming from a distance. At many others the want of such accommodation is a considerable drawback.

INTERNAL ORGANIZATION.

TEACHERS.—In nearly all cases the schools were found to be satisfactorily staffed. At Eidsvold the staff was deficient, and at Mungar it was weak; while at Sunbury assistance to the teacher was recommended. Though increase in the number of pupils necessitated increase in the staffs, the supply of teachers was steadily maintained. Changes were more than usually numerous, especially among teachers of Provisional schools. With reference to ex-pupil-teachers in independent charge of small schools, it may be doubted if they remain long enough for their experience to be of much permanent benefit to them, their stay being short owing to the exigencies of the service requiring their early reabsorption into the staffs of State schools.

The number of teachers employed in State schools (at the time of inspection) was 74; 25 being head teachers, 49 assistants, and 29 pupil-teachers; while those in Provisional schools numbered 64—61 head and 3 assistant teachers, the latter being employed at the Cooran, Monal, and Paradise schools.

Regarding the status of the teachers in State schools, it may be mentioned that 2 belonged to Class I., 21 to Class II., and 48 to Class III., while 1 was on probation and 2 were unclassified. Of the 36 female assistants only 1 takes rank as of Class II. Nineteen of the 29 pupil-teachers were in the probationary stage.

that the compulsory clauses [illegible] claim it would affect. [illegible] persons as teachers of Provisional schools and the view to test wh[illegible] them, it would be reasonable to suggest that they no doubt w[illegible] their admission, an examination equivalent to that for [illegible] be an incentive to them to maintain and extend their [illegible] their oars, as they are now tempted to do.

[illegible] conscientious in the performance of their duties, endeavouring [illegible] Correction and criticism of their work and advice regarding it [illegible] spirit as that in which they have been offered.

[illegible] teacher was 35·1 in State and [illegible] in Provisional schools. These [illegible] given last year, but are slightly higher in the case of Provisional [illegible] were highest at Sunbury [illegible], Bu[illegible] Mountain 44·5, Tiaro 44·2), [illegible] curious coincidence, creditable to the [illegible] that no less than three of [illegible] results at examination. Among Provisional schools that at Lagoon Pocket [illegible], being closely followed by Biggenden [illegible], Mungore Creek [illegible], and

[illegible] children on the rolls at the time of inspection was [illegible], being [illegible] in State and [illegible] Of these, 5,307—or 83 per cent. of the whole—were examined [illegible] in State and [illegible] The 506 children examined in the Gympie Roman Catholic schools bring the total [illegible] than in the previous year.

[illegible] attendance of pupils in the month preceding inspection was [illegible] in State and 1,330 in [illegible] being nearly 78 per cent. of the total enrolment.

[illegible] children on the rolls during the quarter preceding inspection [illegible] attended [illegible] per cent. [illegible] time. Aldershot heads the list of State [illegible] enrolment. [illegible] Maryborough with 87·1 [illegible] were [illegible] most regular attendance in Provisional schools was found at Brooklands [illegible] and Oakview [illegible]

The following table shows the numbers of children enrolled in the different classes and the percentage of [illegible] belonging to each class:—

Class.	VI	V	IV	III	II	I
State schools	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Provisional schools	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Percentage in each class	[illegible]	5·4	[illegible]	[illegible]	[illegible]	[illegible]

The averages of age of the pupils in different classes vary but little from those given during the past two years, those for Provisional schools being in all classes somewhat higher than those for State schools.

I have again to point out that a number of Provisional school teachers will persist in dividing their pupils into a greater number of drafts than they can successfully manage. In [illegible] Provisional schools there are no less than seven separate drafts. In this matter the teachers are apparently [illegible] in their desire to do what they believe to be justice to individual pupils [illegible] the whole school, as it is practically impossible for the teacher to [illegible] so many different stages and kinds of work simultaneously.

In State schools the progress of the pupils has been [illegible] and generally sound. In Provisional schools it has generally been [illegible] to cover more work than that laid down in the programme.

Government.—With but few exceptions the discipline of the schools is maintained with firmness, yet without harshness or undue severity. In a few cases [illegible] weakness of control and [illegible] steady attention to work [illegible] exercise of undue severity [illegible] very rare.

Subjects of Instruction.—*Reading.* Really good [illegible] reading [illegible] met with, and the remarks [illegible] subject-matter of the [illegible]

Writing [illegible] cases be greatly [illegible] and [illegible]

[illegible] good work in the [illegible] more time is [illegible] the [illegible] phase of [illegible] and in [illegible]

[illegible] teaching in the former [illegible] connected with them.

[illegible] lines, [illegible] free [illegible] regularity of size.

[illegible] were [illegible] the same as [illegible] Gympie [illegible] schools [illegible] named [illegible]

[illegible] Central [illegible] in [illegible] drawing at T[illegible] home exercises at [illegible]

[illegible] contrary, their [illegible]

[illegible]

[illegible]

The Under Secretary, Department of Public Instruction, Brisbane.

WEST MORETON DISTRICT.

REPORT OF MR. DISTRICT INSPECTOR KENNEDY.

Brisbane, February, 1897.

SIR,—I have the honour to submit the following General Report for 1896.

DISTRICT.

The limits of the district—the West Moreton—were the same as in 1895, except that, consequent on a slight readjustment of inspectoral work, the schools at Newtown and Glamorgan Vale were removed from my list.

The schools in operation numbered 95, of which 53 were State (including 5 unclassified), 39 Provisional, and 3 Denominational.

New schools were opened at Grantham Scrub, Charlwood, Fairney View, and Mount Forbes—all of them Provisional.

Every school was inspected fully in detail, and in addition 13 inquiries were held—3 being into complaints against teachers, 1 into the circumstances attending an accident met with by a pupil, 7 in regard to new schools, school buildings, and school reserves, and 2 on minor matters. Other work of the year included the valuation of papers written at the annual general examination (20 days), drafting teachers' examination papers (3 days), assisting in Education Office (2 days), conducting the annual examination of teachers at Ipswich (5 days), and preparing my General Report for 1895 (5½ days). Attendance at the Inspectors' Conference held in the middle of the year took up 4 days, and subsequent work in connection with the same occupied altogether 7 days. My leave of absence amounted to 16½ days.

MATERIAL ORGANIZATION.

STATE SCHOOLS.—Of the 3 schools mentioned in my last report as being much over-crowded—Boonah, Newtown, and Ipswich West (boys)—the last-named is the only one where the additional accommodation required has not been provided, the delay in this instance being caused, I understand, by a difficulty in raising the necessary local contribution towards the cost of the enlargement. The old school building at Laidley South, reported as unsatisfactory for a considerable time past, has been superseded by a new building on another site. At Marburg, Gatton, and Burnside the attendance has increased to such an extent as to make additional space desirable. Speaking generally, however, the educational needs of the district, as far as school accommodation is concerned, are well met.

The year has been one of marked activity in the way of improvements to buildings, many schools having been repainted, and numerous and extensive repairs made.

PROVISIONAL SCHOOLS.—The accommodation at Prenzlau and Mount Sylvia is insufficient, the attendance being much in excess of the Provisional school maximum. At Ropeley, a similar deficiency, similarly caused, has been met by the removal of a partition, thus making a considerable extra space available for teaching purposes. In the remaining Provisional schools the accommodation is adequate to the requirements.

The Provisional schools opened during the year have all been erected with the aid of a State subsidy, amounting to half the total cost, and are neat, well-built structures, the material equipment at Mount Forbes being particularly good. The school at Deebing Creek is now carried on in a neat new building, and, at the time of my visit to Merryvale, steps were being taken for providing a much-needed new building there. In the otherwise satisfactory buildings at Limestone Ridges, Mount Campbell, Mount Sylvia, and Monkey Waterholes, the want of lining or ceiling to the iron roof makes itself seriously felt during the summer months.

The condition of the Provisional school buildings, a matter that has to be attended to locally, is very fairly satisfactory. Among recent improvements are painting at Fordsdale (formerly known as Ma Ma Creek Upper) repainting at Maroon, verandas added at Brassall and Perseverance Creek, and several repairs and additions to furniture, tanks, &c., at Coleyville, Bunburra, and Mount Whitestone.

Deficiencies in material and apparatus, in either State or Provisional schools, are few and unimportant In some of the latter schools, however, an unwise parsimony in respect to blackboards is still met with.

As regards that very important matter, the cleanliness and neatness of the schoolroom and its appointments little that is not favourable has to be said, and on many occasions during the year it has been my pleasing duty to report in very high terms of commendation on the care and attention bestowed in this direction by Provisional school equally with State school teachers.

GROUNDS.—Of the 92 State and Provisional schools in the district, the grounds of only 16—all of them Provisional schools—are unfenced. The grounds lately fenced are those of the new schools at Mount Forbes and Grantham, and of the schools at Fordsdale and Monkey Waterholes.

A playshed for boys and one for girls have been built at Laidley North, and tenders have been called for playsheds at Tarampa, Templin, and Warrill Creek.

The grounds which have not benefited to some extent by Arbor Day operations constitute but a small minority of the whole, and while the results achieved are frequently very moderate, they are in several instances highly gratifying. Particularly prominent in the latter respect are the schools at Tallegalla and Minden (State), and Mount Sylvia and Fordsdale (Provisional); but, as remarked in a previous report, these are far from being the only ones where much credit attaches for the hearty and willing effort put forth by committees, teachers, and pupils, for the improvement of the grounds.

RESIDENCES.—The teachers' residences are being steadily rendered more comfortable. The recent improvements include the addition of a kitchen at Engelsburg, and of a veranda room at Mount Crosby; lining at Tallegalla and Ashwell; ceiling kitchen at Warrill Creek, and renovations rendered necessary by ravages of white ants at Ipswich North (boys), and Tent Hill Upper.

INTERNAL ORGANIZATION.

STAFFS.—*State Schools:* The number of teachers employed in the 53 State schools at the time when they were inspected was 111, being in the proportion of 1 to every 33·1 pupils in daily attendance during the preceding month. In 19 of these schools worked single-handed, the average number of pupils to each teacher was 33, the highest attendance being at Roadvale with 47·3 and Purga Creek with 45·8. In 21 schools, each employing 2 teachers, the number of pupils per teacher was 29·4, the second member of the staff being, however, in six instances a pupil-teacher on probation; and in 13 schools where the staff consisted of more than 2 teachers, [illegible] figures with the corresponding ones for the [illegible] staffs has undergone little change, except that [illegible] has decreased from 37·1 to 33, this being [illegible] classified as Provisional, but which having been at [illegible] school buildings, are now termed "Unclassified State

[illegible] assistant teachers, and 26 pupil-teachers. The most [illegible] previous years, is the diminution in the number of [illegible] pupil-teachers, the subordinate members of the staffs [illegible] teachers, and in 1894, 50 assistant teachers and 7 pupil-[illegible], and of the whole 58 assistant and pupil-teachers no [illegible] teachers, 1 held Class I. rank, 22 belonged to Class II., 25 to [illegible] charge of unclassified State schools.

[illegible] body, carry out their honourable and important duties in a [illegible] degrees of professional ability and [illegible] success are naturally met [illegible] that a teacher is not honestly doing his best.

[illegible] 17 male and 23 female teachers. The average number of pupils [illegible] at Prenzlau with 47·1; Ropeley, 47·1; Mount Sylvia, 38·7; and [illegible] of pupils per teacher was 19·4, and in 1894 was 18. Five of the [illegible] teachers, and 6 had passed one or more of the pupil-teachers' [illegible] number showed fair to very good ability in the discharge of their [illegible] work; one case of marked inefficiency, and four of very doubtful [illegible] three complaints against teachers investigated during the year all had [illegible] cases the charges were trivial and unsubstantiated, but in the remaining [illegible] records were disclosed, and dismissal followed.

[illegible] at inspection was—in State schools, 3,878 out of an enrolment of 4,741, equal [illegible] schools, 973 out of an enrolment of 1,2[illegible]7, equal to 8[illegible]·6 per cent.; or, in all schools [illegible] out of 5,948 on roll, equal to 81·6 per cent. Including 2[illegible] pupils examined in [illegible] relating to which are otherwise not taken into consideration in this Report), [illegible] was 5,087.

[illegible] the end of the month immediately preceding inspection was—in State schools, [illegible] schools, 1,235, making a total of [illegible]. The average daily attendance for the same [illegible], 3,682·2, and in Provisional schools 882·7, giving a total of 4,564·9. Hence the [illegible] relatively to the aggregate enrolment was—in State schools, 77 per cent.; in Provisional [illegible] in all schools 76 per cent.; in other words, out of every 100 pupils enrolled there were [illegible] the attendance may be regarded as pretty good in quantity.

[illegible] case, the *quality* of the attendance was much less satisfactory than the quantity. Out of [illegible] State schools during the quarter preceding inspection, only 2,362, equal to 48 per cent., [illegible] less than four days out of every five; while in Provisional schools 553 out of 1,202 [illegible] per cent., attended at this rate—the total "regular" attenders thus amounting to only 2,915 [illegible] of 6,120, equal to 47·[illegible] per cent. This percentage is 3·3 less than in 1895, but with that [illegible] during the past seven years. That more than half the pupils enrolled should habitually [illegible] that is, at the rate of less than four-fifths of their school time—indicates one of the [illegible] that teachers have to contend with, and cannot but be deplored by all who have the cause of [illegible]. In an agricultural district such as this one, there is as much excuse for irregular attendance [illegible] be, but making all allowances [illegible] it is impossible to avoid coming to the conclusion [illegible] parents are not sufficiently impressed with the importance of sending their children regularly to school, [illegible] up to their duty in this respect. It may be observed, in passing, that the enforcement of the [illegible] Clauses in their present form would not meet this evil, seeing that they provide for an attendance of [illegible] in the year, or little more than half the school time.

The number of children of school age living in the neighbourhood of a school but having their education [illegible] neglected, is returned as 2[illegible]4, which, however, is exclusive of the principal school centre, Ipswich, where [illegible] are no means of obtaining reliable information on the matter.

CLASSIFICATION.—The classification continues to show improvement. There has been, in particular, less [illegible] to complain of undue multiplication of drafts. The mistake of forming a senior class for two or three pupils, who engross an unwarrantable share of the teacher's attention, to the detriment of the other pupils, has been less frequent. As a rule promotions have been regularly made. The classification at inspection was as follows:—Class I., 34·1 per cent. of the total enrolment; Class II., 2[illegible]·8 per cent.; Class III., 2[illegible] per cent.; Class IV., 11·0 per cent.; Class V., 5·7 per cent.; Class VI., [illegible]·3 per cent. Compared with the corresponding figures for the previous year, the only notable alteration is in Class I., which then included but [illegible] per cent. The increase was doubtless caused by the lowering of the minimum age of admission from six to five years and the consequent influx of new pupils into the lower part of the school.

GOVERNMENT.—The schools, both State and Provisional, are, with a few exceptions, well governed, the discipline ranging from good to excellent in fully [illegible] of the total number. Order is equally satisfactory, the schools excelling in this respect, but closely approached by many others, being those at Crow's Nest, Harrisville, Ipswich Central (girls and infants), Merringandan, Mount Crosby, Peak Mountain, Roseville, Carney's Creek, Clarendon, Fairy View, Merryvale, Mount Sylvia, Ravensbourne, and [illegible]. In the vast majority of instances, obedience, attention, interest and honest effort are secured, and there are not wanting indications that, as far as lies within the province of the school, commendable attention is bestowed on the manners and habits of the pupils.

INSTRUCTION.—The proficiency over the entire range of Schedule V. averaged fairly fair, being slightly higher in State than in Provisional schools. In the latter schools, History, Music and Drawing are usually not attempted, Regulation 112 allowing the omission of these subjects, and I should very much like to see a similar concession extended towards State schools where only one teacher is employed.

The experience of the past year confirms the impression that the [illegible] is decidedly improving, though the close and exact knowledge of subject-matter [illegible] with. Perhaps the most common defect in the teaching of reading [illegible] methods made use of in the initiatory stages, [illegible] placed on mere repetition [illegible] general than formerly; in the upper classes, however, [illegible] have some knowledge of the authors of the pieces selected [illegible] and gives as a rule creditable results. The [illegible] shown in the choice of series of copy books has, however, now reached a stage when it is not unlikely to prove harmful. Good work can be done by consistently following out either the old sloping style or the modern vertical one, but the superimposing of one style on the other, the chopping and changing between the two, which, under present conditions, is gradually becoming more common, is good for neither and nobody. *Arithmetic* presents much the same merits and demerits as in the previous year. Failure to overtake the heavy course prescribed for the first six months at school, though not quite as general as before, is still very frequent, and in the more advanced work quality appears to a considerable extent to be subordinated to quantity. With the wide extent of ground to be covered it is indeed in large measure unavoidable that the pupils' knowledge of the rules should consist mainly of the *how* rather than the *why*. The contemplated changes in the Schedule will undoubtedly permit of more thorough and intelligent work being done. Fairly satisfactory proficiency is shown in *Grammar*, a subject of no little importance from its undeniable usefulness as a means of mental training, independently of its practical application in regard to composition. The reintroduction of Derivation will remove what experience proves to be somewhat of a blemish in the course. In *Geography* the results are slightly higher than they were, indicating corresponding improvement in the methods of teaching. The extensive scope of the present requirements in *Object Lessons* has acted prejudicially, and among other things has brought about the almost total disappearance of the object lesson properly so-called. With the changes proposed to be made in the course, better work may reasonably be expected. In *History*, the outlines given in the reading-books are on the whole fairly well known, and while more than this is of course desirable, it has to be borne in mind that the whole time available for the subject is necessarily very small—at the outside not more than one hour in the week.

Records.—In the State schools as a whole, the records are kept in an eminently satisfactory manner. In many instances they are not only complete and accurate, but models of neatness and care, and during the course of the year there were only two cases in which they were reported as less than very fairly satisfactory. Among State schools deserving mention for the excellence of the records, those at Blantyre, Crow's Nest, Ebenezer, Milora, Peak Mountain, Rosevale, and Tallegalla stand foremost, but are closely approached by 22 others. In the Provisional schools as a whole the records are very fairly satisfactory, but errors and omissions are much more common than in State schools, revealing an insufficient acquaintance with, or study of, the General Instructions, combined with a certain degree of slovenliness. There were, however, at least 12 schools where the records were highly creditable, chief among them being Mount Sylvia. It should be added that the defects disclosed were not such as to throw any doubt on the honesty of the teacher, except in one case where the time-book and monthly return had been falsified in order to conceal absence from duty.

School Committees.—Several examples of the praiseworthy interest taken by committees in the welfare of the schools with which they are connected came under my notice during the year, and while considerations of space preclude more than a passing reference to these at the present time, the fact, where apparent, is never overlooked in the ordinary reports of inspection submitted to the Department.

Grammar School Scholarships.—As a result of the examination held in December last, scholarships were awarded to two boys attending the Ipswich West school, and a girl attending the Ipswich Central school.

Special Observations.—The State schools that obtained the highest percentages of results at inspection were in order—Mount Crosby, Harrisville, Minden, Hatton Vale, Ipswich West (girls and infants), Ipswich Central (girls and infants), Tarampa, and Tallegalla. The State school at Burnside, noted in my last report as being the most unsatisfactory in the district, showed under new management remarkable improvement and greatly increased attendance. The work done in the Provisional schools at Prenzlau and Ropeley, each with an attendance of about 50 children taught by one teacher, Merryvale and Mount Sylvia, was equal to that of the best State schools, and particularly creditable work was shown in the newly-opened school at Fairney View. At Milora, Laidley North, Bunburra, Carney's Creek, Hessenburg, Milford, and Perseverance Creek the proficiency was very moderate, and at Postman's Ridge and Deebing Creek was indifferent.

I have, &c.,

A. S. KENNEDY,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

WIDE BAY AND BURNETT DISTRICT.

REPORT OF MR. DISTRICT INSPECTOR HARRAP.

Maryborough, January, 1897.

SIR,—I have the honour to submit my General Report for the year 1896.

DISTRICT.

The only changes in my district last year were the inclusion of Tambo State school, formerly in the Northern Downs District, and the opening of 4 additional Provisional schools.

INSPECTION.—The number of schools in operation during some part of last year was 90—namely, 36 State schools, 53 Provisional schools, and 1 Roman Catholic school. Of these, 87 received a detailed examination. Two State schools—Bundaberg North and Burnett Heads—and 3 Provisional schools—Horton, Isis North, and Isis South—were, owing to a change of head teacher, fully examined a second time. The Bundaderg schools and a few others were also visited occasionally, as opportunity served. Visits of inspection were made to Boolboonda, on the Mount Perry Railway; to Splitter's Creek, near Bundaberg; and to Theresa Creek, near Clermont, in answer to applications received for the establishment of Provisional schools; and to Duingal to inspect the new buildings. Visits were also made to 3 Provisional schools to inquire into complaints made against the head teacher, which complaints were on the whole groundless.

SCHOOL CHANGES.—Provisional schools came into operation at Duingal, Givelda, Kalbar, and Rosedale. Those at Moolboolaman and Mount Larcombe were closed during part of the year. The one at Calliope River, which has been closed for a considerable time, is again reopened. The new school at Boolboonda should shortly come into operation. The Provisional school at Apple-tree Creek is to be superseded by a State school, and a similar change will probably occur at Bucca Crossing, Capella, Cordalba, Horton, Isis North, and at one or two other places in the near future.

There was a change of head teacher during the year at Aramac, Banana, Barolin, Blackall, Bundaberg North, Burnett Heads, and Muttaburra State schools, and at 19 Provisional schools.

APPORTIONMENT OF TIME.—The examination of papers, writing my Annual Report, and the usual holidays extended to the middle of February, when the inspection of schools commenced, and continued to the end of the school year. Inspection and inquiries occupied 122 days, reporting 52, travelling 42, holidays and sick leave 39, examination work and conference of inspectors 33. Total, 288 official days.

MATERIAL ORGANIZATION.

New Provisional school buildings have been provided at Duingal, Fairymead, Givelda, and Rosedale, and a new wing at Bundaberg East and at Bundaberg South State schools. New Provisional school buildings are being built at Boolboonda, and tenders have been invited for new State school buildings at Apple-tree Creek. There was overcrowding at Barolin, Bundaberg East, Bundaberg South, Childers, Emerald, Gracemere, Longreach, and Mount Morgan State schools; and at Apple-tree Creek, Bucca Crossing, Horton, and Jericho Provisional schools, but, as before mentioned, improved accommodation has since been provided at three of these schools. Applications by the various committees have been made to the Department for improved accommodation at others.

Repairs were needed at Bundaberg North, Calliope, Elliott, and Isisford; painting at *Bundaberg Central*, Copperfield, Gracemere, Mount Morgan, and Mount Perry; and both at *Aramac*, Emerald, *Gladstone*, *South Kolan*, and Westwood. Tenders have since been invited for the necessary improvements at the places italicised. The buildings at Gooburrum, Tambo, and Woongarra have been painted.

Shelter-sheds have been provided at Gin Gin and South Kolan, and tenders invited for them at Gooburrum and Gracemere. The schoolroom at Longreach has been raised, thus providing the best of shelter. Twelve State schools have still no shelter-shed, and only seven of those in existence are provided with spouting and tanks.

New fences have been erected at Alpha, Anakie, Bogantungan, Isis South, Jericho, and Longreach. Repairs were needed at Bundaberg East, Copperfield, Gracemere, Isisford, and Tambo. The teacher's residence was fenced in at 15 State schools, and at 10 of these there was a garden; the neatest were at Bundaberg Central, Burnett Heads, Childers, Gin Gin, Springsure, and Stanwell.

The residences at Banana, Kalkie, and South Kolan are of a poor kind, and those at Barolin and Muttaburra are badly in want of a detached kitchen. Steps have been taken to improve the accommodation at Clermont, which was very limited. There is no residence at Alpha, Barcaldine, Bogantungan, and Winton State schools, but three of these schools are in charge of unmarried men.

The school grounds generally were in a clean and neat condition. At Barcaldine, Bundaberg North, Cometville, Gin Gin, Mount Perry, and Stanwell, the shade-trees are making good progress. At most of the remaining schools, frosts, droughts, poor soil, and in some cases neglect, have retardod their growth or have quite killed them, and the grounds are returning or have returned to their original bare condition. The want of sufficient spare water prevents general flower culture, but pretty flower-beds were noticed at Bundaberg Central (boys), Barolin, Burnett Heads, Cometville, and Gin Gin.

The water supply was generally good, but an additional tank was wanted here and there. It would be a great advantage to the schools concerned, were all shelter-sheds provided with one or two tanks. A few Provisional schools have no supply, and have to depend on some neighbouring creek or waterhole.

School furniture and teaching material were in good condition and in sufficient supply at most schools; the chief wants were an extra easel and blackboard. Very few Provisional schools have more than one blackboard; they should have at least two.

INTERNAL ORGANIZATION.

The number of teachers employed was, at the time of my visit to the various schools, 164; of whom 111 were in State schools, and 53 in Provisional schools. A few changes took place afterwards, so that the number employed at the end of the year was slightly higher than what is given here. The chief changes were the appointment of a few pupil-teachers on probation.

State Schools.—The State school teachers consisted of 36 head teachers, or 32·4 per cent. of the whole; of 48 classified assistant teachers, or 43·2 per cent.; of 4 unclassified assistants, or 3·6 per cent.; and of 23 pupil-teachers, or 20·7 per cent. Most of the head teachers and 4 assistants were in the Second Class. Seventeen and 44 respectively were in the Third Class; but a number of these have qualified or are qualifying themselves for the Second Class. The State school teachers were classified as follows:—

Class I.		Class II.		Class III.		P.T. 4.		P.T. 3.		P.T. 2.		P.T. 1.		P.T. 0.		Not Classified.		Total.	
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1	0	19	3	28	33	1	4	1	2	0	5	2	2	3	3	1	3	56	55

Seventy-three per cent. of the assistants and 71 per cent. of the pupil-teachers were females. The pupil-teachers were employed in 14 schools, but pupil-teachers on probation have since been appointed to a few other schools.

I cannot speak too highly of the work accomplished last year in the State schools of this district. The head teachers, on the whole, are an able and intelligent body, who faithfully discharge their duties. The assistants are diligent and attentive to their duties, and most of them possess much ability, and the pupil-teachers generally work satisfactorily. It is pleasing to mention that head teachers, with scarcely an exception, reported very highly of their subordinates.

Provisional Schools.—Fifty-three teachers were employed in these schools, of whom 5 were classified. Nine styled themselves "temporary teacher," having passed an examination some years ago to gain that position, but this classification is now obsolete. Doubtless, several of the others have passed an examination of some kind. Most of these teachers are qualified to tide pupils over the work of the fourth class, but comparatively few of them are qualified to carry them over all that of the fifth. Several of them, however, produced results nearly or quite as creditable as were produced in some State schools having one teacher. Considering the salary paid, and the many discomforts and petty annoyances experienced by these teachers in the outlying and lonely bush schools, the class of teacher is as satisfactory as is possible to obtain under the circumstances.

Schools Generally.—The average number of pupils for the month preceding inspection was 4,027·5 in State schools, and 1,261·5 in Provisional schools, which gave an average of 36·3 pupils to each teacher in the former, and 23·8 pupils to each teacher in the latter. This is a slight increase on the numbers for 1895, which were 34·8 and 20·7 respectively.

Government.—Discipline was reported as very satisfactory in 18 State schools, as satisfactory in 15, and as fairly satisfactory in 3. Also, as very satisfactory in 11 Provisional schools, as satisfactory in 30, as fairly or moderately satisfactory in 4, and as unsatisfactory in the remaining 5. The moral tone and general behaviour of the pupils were very satisfactory in all but a few schools. Class movements and marchings were generally creditable, and were accompanied by marching songs in the best schools. Regulation 91 has been carried out most faithfully in the majority of schools, so that the schoolrooms, closets, lavatories, &c., were patterns of neatness and cleanliness.

Records.—These were reported to be fully and accurately kept in all but two State schools, and in these the errors were trivial. They were badly kept at four Provisional schools, the result of ignorance chiefly, but were well kept at the remainder. They lacked neatness at some schools, both State and Provisional, and for this there is no possible excuse. The time-tables were generally well planned, and suitable to the circumstances of the various schools.

Attendance.—The number of pupils enrolled during the quarter preceding inspection was 5,115 in State schools, and 1,732 in Provisional schools. During the same quarter, 2,788 pupils, or 54·5 per cent. of the enrolment, in the former, and 885 pupils, or 51 per cent. of the enrolment, in the latter, attended four days out of five. This is lower than in 1895, when the quality of the attendance was 57·5 per cent. and 55·4 per cent respectively. Schools vary considerably, and it is often very difficult to account for the difference. Much depends, of course, on the quarter taken. The attendance during the first quarter, and to a lesser degree in the last quarter, is often much broken, particularly in schools near the coast, and this accounts for the poor quality in some of the schools in the Bundaberg district. The attendance during the second and third quarters is more regular. The weather, however, is not solely blamable; the difference is sometimes striking between schools in the same neighbourhood, and examined shortly after each other. For example, at Dingo it was 96·8 per cent., while at Blackwater it was only 45·4 per cent., and both were examined in September. At Bundaberg East it was 69·8 per cent., and at Bundaberg North but 49·2 per cent., and both were based on the same quarter. The following schools reached 70 per cent. or over:—Duingal. 100; Dingo, 96·8; Arrilalah, 92·3; Blair Athol. 88·4; Anakie, 87·8; Clyde Creek. 82·7; Mount Larcombe, 79; Greenwood, 78·5; Kalbar, 78·2; Tegege, 73·6; Banana, 73·3; Winton, 71·3; and Emerald, 70; three out of four being Provisional schools. On the other hand, the following schools did not reach 30 per cent.:—Isis North, 28·5; Jericho, 28·5; Horton, 25; Kalkie, 24·8; Longreach, 24·3; Fairymead, 23·8; Givelda, 23·3; Electra. 22·2; Gooburrum, 19·5; Woongarra, 12; Stanwell, 1·5; and Raglan, 0; nearly half of which are State schools.

The number of pupils on roll for the month preceding inspection was 5,397 in State schools and 1,654 in Provisional schools, and the average attendance for the same month was 4,027·5, or 74·6 per cent. of the enrolment, and 1,261·5, or 76 per cent., of the enrolment respectively. The enrolment at inspection was 5,456 in State schools, and 4,514, or 82·7 per cent., were examined; and in Provisional schools the enrolment was 1,699 and 1,346, or 79·2 per cent., were examined.

State school teachers reported 75 neglected children and Provisional school teachers reported 42. These numbers are unreliable; very few teachers in towns can arrive at even approximate correctness. They, therefore, make no report. In the Bundaberg schools one teacher reported 7, but the others reported none.

The following Provisional schools had an average attendance of over 30 pupils:—Apple-tree Creek, 73; Capella, 56·3; Jericho, 50; Cordalba, 47·5; Watawa, 45·8; Duaringa, 41·3; Horton, 40·8; Cumonju, 39·1; Ilfracombe, 33·9; Bathampton, 33·8; Bucca Crossing, 33; Anakie, 31·7; Sandhills, 31; Dingo, 30·9; and Isis North, 30·7; and the following had an average of under 12:—Bingera, 11·5; Arrilalah, 10·5; Yandaran Creek, 9·9; and Copperfield, 8·2. Two teachers were employed at Apple-tree Creek, Capella, Jericho, and Cordalba.

Classification.—This on the whole was very satisfactory in State schools, but it was faulty in some Provisional schools, where were seven drafts in 5 schools and six drafts in 15 others, and these schools had but one teacher.

Of the 5,456 pupils enrolled at inspection in State schools, 126, or 2·3 per cent., were in the *sixth* class; 374, or 6·8 per cent., were in the *fifth*; 655, or 12 per cent., were in the *fourth*; 1,015, or 18·6 per cent., were in the *third*; 1,287, or 23·2 per cent., were in the *second*; and 2,019, or 37 per cent., were in the *first* class. Thus the three lower classes contained 78·8 per cent. of the whole. In Provisional schools out of 1,699 on roll, 1,472, or 86·6 per cent., were in the same three classes.

PROGRESS.—The average progress in State schools reached nearly *very good*, and in Provisional schools from *very fair* to *good*. Between the inspection of 1895 and that of 1896 the total number of promotions reached 9,540; of these 2,744 were from class to class, and the remainder from one draft to another in the same class. These numbers are satisfactory in themselves; but when the large number of *admissions* and *lefts*—3,400 and 1.923 respectively—which greatly disturbed the attendance, are taken into consideration, it must be allowed that the general progress made by the schools in this district was very satisfactory.

ATTAINMENTS.—The average percentage of all results was 71·5 in State schools, and 64·9 in Provisional schools. These figures give evidence of diligent and faithful work on the part of the teachers and of diligence and attention on the part of the pupils, and are creditable to both. It will be seen that Schedule V. has been well overtaken in State schools and in many Provisional schools. Twenty-six State schools and 13 Provisional schools reached 70 per cent. or upwards, of which the highest in State schools were:—Muttaburra, 79·2; Childers, 76·8; Gracemere, 76·8; Barcaldine, 76·6; Bundaberg North, 76·6; Mount Perry, 75·2; and Stanwell, 75; and in Provisional schools—McDonald's Flat, 77·5; Greenwood, 77; Avondale, 73·8; Douglas Creek, 73·7; and Clyde Creek, 73·1. The highest class marks in State schools were:—*Sixth*, Bundaberg North, 80·8; *fifth*, Muttaburra, 82; *fourth*, Bundaberg North and Childers, each, 77·1; *third*, Muttaburra, 80; *second*, Muttaburra, 79; and *first*, South Kolan, 79·8; and in Provisional schools—*sixth*, Douglas Creek, 75·2; *fifth*, Pine Hill, 75·9; *fourth*, Blair Athol, 75·2; *third*, Greenwood and McDonald's Flat, each, 78·5; *second*, McDonald's Flat, 81·8; and *first*, Greenwood, 85·7.

Seven scholars in this district were successful in gaining Grammar School scholarships at the recent examination:—Bundaberg South, 3; Mount Morgan, 2; Emerald, 1; and Bundaberg Central (boys), 1.

I have, &c.,

GEORGE HARRAP,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

CENTRAL COAST DISTRICT.

REPORT OF MR. DISTRICT INSPECTOR CANNY.

Rockhampton, February, 1897.

Sir,—I beg to submit my General Report for the year 1896.

At the beginning of the year my district was enlarged by the addition of the schools in and around Herberton, including the far western school at Tate Tin Mines. These, with the natural increase of schools in my former district, raised the total number of schools in my charge to 102. I found it impossible to inspect all these schools, as they are scattered over a wide extent of country affording few facilities in the way of railway travelling. The course of inspection was interfered with during the last four months of the year by the work attendant on the holding of nineteen inquiries. The schools at Tate Tin Mines, Keppel Bay, Kington, and St. Lawrence were not visited. Three schools in the Burdekin Valley were inspected by Mr. Gripp. I inspected the remaining 94 schools. To overtake this work, including the great number of inquiries referred to above, I had to work at extremely high pressure, and often to spend less time than was desirable in many schools. I regret to say that owing to the causes above described I was unable to pay any visits of second inspection.

MATERIAL ORGANIZATION.

During the year new schools were opened at Crescent Lagoon, Pleystowe, Scrubby Mount, Alligator Creek, and Evelyn Scrub, while the school at Kington was reopened. Applications for the establishment of three new schools in the Bowen district, one in the Cairns district, one in the Herberton district, three in the Mackay district, and one in the Rockhampton district, were inquired into, and a report on the merits of each case was forwarded to the Department. Nearly all schools, both State and Provisional, now afford suitable and sufficient accommodation in so far as the law allows. But it is a matter for serious consideration whether in Central and Northern Queensland more floor space than 8 square feet per pupil should not be provided. In the hot summers of these latitudes, where existence even under the most favourable conditions severely taxes the constitution of the average adult, it is surely advisable that children should not be limited to the accommodation considered sufficient for school life in temperate climates. Saving of expenditure in such direction may be unwise as affecting the health of the child and the after life of the citizens. The Allenstown school has for the past three years been greatly overcrowded, and has now reached a pass where verandas and sheds have to be occupied to the full. Under such conditions the work of organisation and discipline is rendered very difficult, while there is necessarily much waste of teaching energy involved in lessons taught in the open air. The necessity for new buildings for the Rockhampton Central (girls and infants) schools was mentioned in my previous report, and action is now being taken in the direction then recommended. The very great need for painting and repairs to the Rockhampton Central (boys) school also is about to be met, and not too soon. It is, I think, false economy for the Department to allow its school buildings to fall into decay through want of timely attention in the way of painting and repairs. There are some schools in this district which if not painted and repaired within a year or two may have to be rebuilt. In such schools as Allenstown, North Rockhampton (boys), and North Rockhampton (girls and infants), there is need for a special classroom where lessons in reading, recitation, and singing could be given without prejudice to the other work of the school.

INTERNAL ORGANIZATION.

Knowing how much force and truth there is in the saying that "the teacher is the system," knowing of how little use would laws, regulations, and schedules be if the teaching body were as a whole either incapable or corrupt, there is cause for genuine satisfaction in the fact that wisdom and care have ever been exercised in the all-important matter of the appointment of teachers to our schools. This is the seventh occasion in which I have had the opportunity of testifying to the general ability and zeal of the teaching body in the Central District. The detailed reports for the year show but few schools doing moderate work, and still fewer doing indifferent work, while in the large majority of schools the standard ranges from fair to good. In a few schools not only were the results highly satisfactory but the teachers were aiming at high ideals in educational work. The influence for good of even a few such model teachers is incalculable. On the other hand, one could wish that what is known as a taste for reading more widely obtained amongst teachers. It is not difficult to discover when a teacher is a student neither of books nor of nature. His conversation, his school-work, the absence from his home of any books outside the necessary text-books for teaching, and other evidences all betoken absence of intellectual taste. Perhaps if teachers realised how the whole after-lives of their pupils will be influenced by the character and tastes of their teachers, the thought might help to induce in them a love for books by means of which "they will be placed in contact with the best society in every period of history, with the wisest, the wittiest, with the tenderest, the bravest, and the purest characters that have adorned humanity."

Notwithstanding the severe conditions under which pupil-teachers are now appointed, I am pleased to have to report that much excellent material, in the way of intelligent and healthy boys and girls, has entered the service during the year. This satisfactory condition is very noticeable in the case of the Rockhampton schools. I certainly could wish, for the sake of these young apprentices, to see better security of tenure. It may be that ere the term of their pupilage ends the Department will be pleased to alter a regulation which tends to drive into other walks of life some of the best of these youths, who, if retained as teachers, might become a credit alike to themselves and to the service. A drawing-class for teachers has been established in connection with the technical department of the Rockhampton School of Arts. I regret to say that as yet but few of the pupil-teachers attend the class. I think steps should be taken to make their attendance compulsory at least on Saturday mornings. When reading through the history papers of the pupil-teachers at the end of their course, I was disappointed to find little or no evidence of their having been trained or encouraged to look for information on their period outside the few pages of the small hand-book prescribed by the Regulations. I doubt if history taught in this way leaves any lasting impression or induces any desire to pursue the study.

A most gratifying feature in connection with the work of the district is the general improvement in the character of the instruction given in Provisional schools. This may be partly owing to the employment of the ex-pupil teacher. Perhaps the hardship to the individual complained of in the foregoing paragraph may be justified by the good resulting from the work of the ex-pupil teacher in the Provisional school. I find, too, that certain teachers in this district who had no previous experience in teaching have yet fallen into line as readily and as effectively as if their lives had been spent in the work. Possessing gifts of intelligence, good sense, fair attainments, and energy, they soon prove their fitness for the work of teaching, and in some instances do work which, of its kind, compares favourably with that done in the best State schools. On the other hand, I found that during the year a few teachers had been appointed to Provisional schools who seem to possess scarcely any of the abovenamed qualifications. In these cases I feared that much of the time spent in advising and directing such teachers was wasted, and that there was small grounds to hope for future success. Here one feels pity for the children who have to be taught by such persons. It may be that these teachers have got into the service, as the phrase puts it, "over the wall." If so, it would be well for the service if the "wall" were higher, so that all should have to pass through the gate of legitimate entry. Happily, the cases I describe are but few, but it would be well if there were none. There are certain men of influence who seem to forget that every person is not fit to be a teacher, and hence, when importuned by the friends of an applicant, use their influence in ways that may result in serious injury to the school to which such applicant may be appointed. It is evident that the Provisional school is growing to be a potent factor in our system. The spread of these schools is extensive and rapid. Most of them can be visited by an inspector only once a year, and then at a heavy expenditure both of time and money. It is therefore desirable that in the matter of selecting teachers for such schools the authorities should not be hampered by outside pressure. I strongly hold with the opinions of those who think that the Provisional teacher should be better paid. I know much of the dreariness and dulness of their lives, and I know how faithfully and well most of them do their duty. There is an implied understanding that a Provisional school teacher's salary should be supplemented by local aid, but this has become practically a dead letter. I have known the case of a married teacher—and a fairly good one—who was regarded by the committee and parents as well off, considering that he was "passing rich on sixty pounds a year." So much for the slow growth of public appreciation as to the importance of the schoolmaster's work.

For the benefit of the teachers in this district, both State and Provisional, I would advise more attention (1) to the matter of revision both of previous lessons and of previous half-year's work, (2) to the matter of correct and articulate speaking and reading among their pupils, (3) to the need for fuller and more exact explanation of the text and subject matter of the reading lessons, (4) to the need for improvement in the subject of composition, and as a means to that end the cultivation of a taste for reading among the pupils, and (5) the need for the less-experienced teachers to study carefully the Regulations and General Instructions of the Department, and follow out as nearly as may be the lines therein laid down, and for the capable teacher not to subordinate the spirit to the letter of the Regulations, knowing that regulations and schedules were never intended to hinder or hamper individuality or originality in school work. In these few hints it is to be noticed that I speak not at all of the subject of arithmetic—an important matter surely, yet a branch of school work which is at present receiving an undue share of the teachers' time, to the prejudice of the literary or humanising side of school life. I doubt if it were well to rear up a race of mere calculators—of men and women who have had insufficient attention or no attention paid to the emotional side of nature. Among the characteristics of Australian life, sentiment can scarcely be said to be in excess. Is it not well that we should endeavour to foster some share of it in our schools? This will be difficult as long as a third of the whole school time is devoted to arithmetic, and this is the case in most of the schools. Under the "hedge-school" system in Ireland in the olden time the school day was mostly divided between "Voster's Arithmetic" and "Carpenter's Spelling Book." Is there a danger that we may be unduly trending in a direction in which the bulk of a pupil's school day will be spent in "doing sums"? In a lecture on culture given before the Midland Institute, Mr. John Morley said:—"A man might well be a great geometer, and still be a thoroughly bad reasoner in practical questions"; while Darwin is reported to have said "that he bemoaned the fact that his mind was becoming a mere machine, and that if he had to live his life over again he would make the study of poetry and kindred subjects part of his education, because a loss of taste for these things meant a corresponding loss of happiness." I write not to detract from the usefulness and importance of arithmetic as an educative agent, but with the desire that it should not be allowed to unduly encroach on other and equally important branches.

In the matter of discipline I have to report favourably of most schools. Where discipline was reported on as good or excellent, were found the essential virtues of honesty, truth, obedience, and attention at lessons. When to these are added what are known as the proprieties—graceful and polite behaviour—then one can report that the discipline is perfect. One meets sometimes with the objectionable trait of forwardness, which shows itself in children who are pampered in their homes or are allowed undue liberty in their schools. I fear that the tendency of certain teachers to exhibit their pupils at school concerts may be answerable for a share of the abovenamed fault in children. For weeks before and for weeks after these concerts the children's thoughts are taken away from their school work. But this is not the only evil. These exhibitions foster in the child a desire for display and a false idea of life. The average Australian youth is self-assertive enough not to need putting forth in public shows for the admiring gaze of foolish parents, and it may be to the danger of uprooting that sense of delicacy, that simplicity, and that innocence which are so becoming in children. It seems a pity if, as some teachers say, the only means of raising money for school improvements is the children's concert. I know that there are schools in this district—and some of the best schools, too—that never stoop to such means. Only a little less objectionable than the children's concert is the prize-giving craze, which is greatly on the increase amongst teachers. It is unnecessary to dwell on the many objections that can be raised against the principle of prize-giving. Both children and parents should be taught to realise that they are receiving prizes enough in the blessings of free education. Though excessive corporal punishment is mostly a thing of the past, yet the habit of keeping children in after school hours is becoming very prevalent, and I regret to find that this keeping in is often for no greater cause than that the child did not do a certain number of sums right in school hours. There is little doubt that by such a system of stringent coercion accuracy in work and a good percentage at the time of inspection may be gained. But they are gained, not by the excellence of the teaching, but at the cost of the happiness and health of the child. Instructions prohibiting the undue detention of pupils in school were issued to teachers, some few years ago, but they appear to be forgotten or ignored by certain teachers. I am pleased to have to report that in many schools the happiness and comfort of the child while in school is recognised as one of the essential conditions of good discipline.

The character of the instruction given in the schools during the past year has been generally sound and satisfactory, ranging in varying degrees from the school in which true educational principles operate to that in which there were found the results of "the drilled dull lesson forced down word by word." Yet even in this latter school some little useful work is being done. After a lengthened experience of the schools of the Central District, it is a pleasing duty to have to report that they are in the main well fulfilling the ends for which they were established.

The number of pupils examined, including those in Roman Catholic schools, was 7,173.

I have, &c.,

J. A. CANNY,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

NORTHERN DISTRICT.

REPORT OF MR. DISTRICT INSPECTOR GRIPP.

Townsville, February, 1897.

SIR,—I have the honour to submit to you the following General Report for the year 1896.

DISTRICT.

For the seventh year in succession I was in charge of the Northern District. The schools in this part of the colony are continuing to increase so rapidly, not only in number but in size, that it is found necessary to relieve me of some at yearly intervals. For this reason 8 schools in the Herberton district were transferred to the inspector of the Central District at the beginning of 1896, though, on the other hand, 3 of his schools on the Lower Burdekin were handed over to me towards the end of the year. Although these changes occurred, the extreme points of the district remained unaltered. They are—Thursday Island in the North, Hughenden in the South, Townsville in the East, and Camooweal in the West. To visit all my schools involved travelling a distance of 6,881 miles, of which 2,545 were by railway, 2,370 by steamer, 1,722 by coach, and 244 on horseback.

SCHOOLS IN OPERATION AND SCHOOL CHANGES.—The total number of schools in operation during any part of the year was 68, of which 28 were State, 35 Provisional, 4 Roman Catholic, and 1 private school. Only 2 new schools, both Provisional, were opened during the year—one at Golden Gate, near Croydon, the other on Horn Island, in Torres Strait. Two more Provisional schools will be opened shortly after the Christmas vacation—one at North Hughenden, and the other at Ayton on the Bloomfield River. The establishment of a State school near the new Central Sugar Mill on the Mossman River, not far from Port Douglas, has been approved. Preliminary inquiries were made by me regarding the prospects of establishing a Provisional school at Balfe's Creek, on the Northern Railway, but, so far as I know, nothing further has been done since. Two Provisional schools in the neighbourhood of Charters Towers had to be closed for want of sufficient attendance—one on the Broughton road, the other at Mount Leyshon. Steps are being taken to have the Provisional schools at Sellheim and Brandon superseded by State schools.

APPORTIONMENT OF TIME.—Of the 278½ official working days in the year, 132½ were employed in inspecting and holding inquiries, 37 in writing reports, 52 in travelling, 39 in connection with the examination of teachers and assisting in office, 17½ on leave of absence, and on half a day I was ill. The circumstances of the district are such as necessitate very much work and travelling to be done outside of the ordinary working hours.

INSPECTIONS.—All the schools in my district, with the exception of 4 Provisional schools, were examined once in detail, and 3 were visited a second time. The schools not examined were the school at the Coen River, which I was instructed not to visit; the one on Horn Island, not established till near the end of the year; and those at Castleton and True Blue, which were temporarily closed when I was in their neighbourhood.

INQUIRIES.—Twelve inquiries were held by me in the course of the year—8 in reference to the establishment or alterations of schools, and 4 in connection with other matters.

CHILDREN INSPECTED.—The number of pupils present during inspection was—In State schools, 6,650; in Provisional schools, 832; in Roman Catholic schools, 754; and in the private school, 53. Thus the total number present was 8,289, which exceeds the total number for 1895 by 1,007.

The total time occupied in examining and reporting the Roman Catholic and the private schools was twelve days. These schools will not be further alluded to in this Report.

MATERIAL ORGANIZATION.

On the whole, the Northern school buildings are in very fair condition, and generally well supplied with the necessary furniture and apparatus. Painting and general repairs, which had to be postponed wherever possible during the years of financial trouble, have been resumed, and are being carried on so vigorously that by the end of the current year I hope to be in a position to report that little or nothing remains to be done in that way.

The most important improvements carried out during the year preceding last inspection were—at Croydon (a new wing, &c.); Ayr (enlarging and improving residence, &c.); Charters Towers (girls), fencing; Queenton (asphalting); Hugenden (enlarging residence); Townsville Central (fencing residence). In addition to these, many minor improvements and repairs were made at various schools. The total amount which I authorised to be spent on small repairs during the year was £13 15s. 6d. At the time of inspection the following were the principal material requirements which came under my notice, some of which have probably been attended to since that time:—The enlargement of the schools at Richmond Hill, Charters Towers (girls), Queenton, Millchester, Townsville West, Ayr, and Thursday Island. At Richmond Hill there were only 3·8 square feet of inside floor space per child in average attendance, and in the Charters Towers (girls) school 5·7 square feet. The necessary additions are about to be made immediately at Queenton, Millchester, and Townsville West, and the required local subscription is being raised at Ayr. At Richmond Hill and Charters Towers (girls) schools nothing has yet been done, so far as I know, to remove the evil of overcrowding. At Thursday Island it is not so much because the floor space is insufficient that an addition is required, but to protect the building from the driving rain during the north-west monsoon period, when a great part of the schoolroom cannot be used owing to the wet. A veranda, or, better still, a wing with a veranda, is needed at the western end.

At Normanton a partition needs to be removed and the gallery and furniture rearranged.

The old residence at Millchester is being used as a classroom, for which it ought to be retained.

In Provisional schools the principal improvements made were—the erection of a very fine schoolhouse at Evlinton, the addition of a teacher's room at Kirk River, the fencing, making of an underground tank and painting at Stewart's Creek, and ceiling at Torrens Creek. The requirements are—suitable buildings at Richmond and Prairie. In the former place school is held in an empty store, in the latter in a building intended for a bush smithy. At Table Top a new and larger building is needed.

In reference to minor requirements at Provisional schools I wrote to the committees interested, and I have they were supplied without unnecessary loss of time.

ing made in tree-planting in Northern school grounds. At the Townsville
and convenient arrangements made for watering, but I am sorry to

INTERNAL ORGANIZATION.

Staff.—The number of teachers of all ranks employed at the time of inspection in the 28 State schools was 142, and in the 29 Provisional schools inspected 29. They were classified as follows:—

Schools.	Males.						Females.					
	Class II.	Class III.	Temporary Teachers.	Pupil Teachers.	Unclassified Teachers.	Total.	Class II.	Class III.	Temporary Teachers.	Pupil Teachers.	Unclassified Teachers.	Total.
State	18	39	1	7	0	65	4	42	0	31	0	77
Provisional ...	0	1	2	0	13	16	0	0	1	0	12	13
All Schools...	18	40	3	7	13	81	4	42	1	31	12	90

The average number of pupils per teacher, based on the average attendance during the month preceding inspection, was—In State schools, 41·7, which is 3 pupils per teacher more than in 1895; and in Provisional schools, 26, which is 6·6 more than in 1895. The average per teacher in all schools was 39. Of the 142 teachers employed in State schools, 38, or 26·8 per cent., were pupil-teachers, and of these 15 were candidates on probation and 13 in their first year of service.

I have again the pleasure of testifying to the zealous and conscientious manner in which the teachers of this district, as a whole, discharge their duties. Marked improvement has taken place during the last few years in the efficiency of the Provisional school teachers. This is mainly attributable to the appointment of pupil-teachers, who have completed their term of service as such in well-conducted schools, to these small schools. These young people deserve great credit for the way in which they settle down to their arduous labours amidst strange surroundings, and frequently without any congenial companionship.

Government.—The schools are generally well managed. The discipline, as a rule, is firm, gentle, and effective; the tone pleasant and healthy; and the children apply themselves to their work cheerfully, honestly, and to the best of their ability. One not unfrequent fault to which I wish to draw particular attention is the indistinct manner in which children speak. Answers should always be given in clear and distinct tones, and generally in complete sentences, so that there may be no misunderstanding as to what is meant. Indistinct answers nearly always imply imperfect knowledge.

Classification.—The children are, as a rule, classified judiciously in accordance with the requirements of the schedule of instruction. The evil of unnecessarily multiplying the number of drafts is becoming less. Promotions have been regularly made at the times expected, and only occasionally did I find that children had been promoted who were not fit.

The following table shows the number and percentage of pupils in each class:—

Schools.	Class VI.		Class V.		Class IV.		Class III.		Class II.		Class I.	
	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.
State	70	0·9	364	5·0	890	12·2	1,484	20·3	1,656	22·7	2,841	38·9
Provisional	3	0·3	24	2·6	90	9·5	185	19·6	262	27·6	382	40·4
All Schools	73	0·9	388	4·7	980	11·9	1,669	20·2	1,918	23·2	3,223	39·1

The percentage of children in First Class is unusually great, which can be accounted for by the reduction of the age of admission from six years to five years again.

In the next table are shown the average ages of the pupils in each class in the Northern District, the average in the colony as a whole at the end of the year 1895 (as shown in Table E of the Report for that year), and the theoretical standard age (where it is assumed that children begin to go to school as soon as they reach five years of age and work through each successive class in eighteen months). The theoretical standard I give is the mean between the age when a child is supposed to enter a class and the age at which to leave it.

——	Class VI.	Class V.	Class IV.	Class III.	Class II.	Class I.
Average Age in Northern District	14·2	13·3	12·3	10·7	9·4	7·0
Average Age in Colony as a whole	15·5	13·5	12·7	10·6	9·2	7·0
Theoretical Standard Age	13·25	11·75	10·25	8·75	7·25	5·75

From this table it appears that the Northern children start on an equality with the other children of the colony in regard to age, that they drop a little behind in the Second and Third Classes, but forge ahead in the higher classes. It is also evident that the age at which children actually reach any given class is from one and a-quarter to over two years in excess of the theoretical standard.

As in some measure indicative of the schools in which the rate of progress is most rapid, I give the following list showing the schools in which the ages are lowest in each class:—*State Schools:* Class VI., Townsville (girls and infants), 12·8 years; Class V., Maytown, 12·6 years; Class IV., Maytown, 11·1 years; Class III., Maytown, 9·8 years; Class II., Maytown, 7·6 years; and Class I., Cumberland, 5·6 years. *Provisional Schools:* Class VI., Laura, 15·1 years; Class V., Ross River and Stewart's Creek, 12·3 years; Class IV., Ross River, 11 years; Class III., Kirk River, 9·3 years; Class II., Limestone, 7·5 years; and Class I., Kirk River and Ross River, 5·7 years.

Proficiency.—The general proficiency in State schools, as indicated by the marks obtained on the whole range of subjects taught, is nearly fair—namely, 59·2 per cent.—which is an increase of ·8 per cent. on the marks of 1895. In Provisional schools it is 58 per cent., an increase of 1·8 per cent. The five State schools which obtained the highest average marks are—Charters Towers (boys), 66·9; Townsville (girls and infants), 66·2; Georgetown, 66; Maytown, 65·9; and Townsville (boys), 65·6. The five Provisional schools are—Croydon King, 66·8; Towapan, 64·1; Ross River, 63·6; Charleston, 62·6; and Richmond, 62·4.

The following list shows the schools which have distinguished themselves by obtaining the highest marks in the different subjects of our curriculum:—

Subject.	State School.	Percentage of Marks Gained.	Provisional School.	Percentage of Marks Gained.
Reading	Maytown	74	Richmond	85
Spelling	Charters Towers (infants)	86	Toonpan	87
Comprehension	Cooktown (boys), Ravenswood ...	63	Ross River	63
Recitation	Maytown	80	Croydon King	80
Object Lessons	Hughenden	71	Reid River	66
Writing from Copy ...	Townsville (girls and infants) ...	73	Croydon King	72
Dictation and Transcription	Georgetown	82	Toonpan	85
Drawing	Maytown	74	...	...
Tables	Maytown	80	Golden Gate	76
Notation and Numeration	Ravenswood	78	Laura...	85
Mental Arithmetic ...	Richmond Hill	58	Laura...	50
Slate arithmetic	Georgetown	69	Pentland	73
Drill	Townsville (boys)	83	...	...
Vocal Music	Townsville (girls and infants) ...	77	...	...
Geography	Hughenden, Townsville (boys) ...	68	Croydon King	75
Mapping	Townsville (girls and infants) ...	80	Macrossan Bridge, Ross River, Stewart's Creek	57
Accidence	Burketown, Georgetown	80	Brandon, Pentland	70
Syntax	Georgetown, Townsville (boys), Townsville West	70	Ross River	90
Parsing	Hughenden	70	Deep Lead	80
Analysis	Georgetown	80	Limestone	90
Composition	Townsville (boys)	80	Toonpan	75
History	Hughenden	70	...	...
Mechanics	Townsville West	80	...	...
Domestic Economy	Charters Towers (girls)	75	...	...
Samplers in Sewing ...	Charters Towers (girls)	88	Limestone, Torrens Creek ...	90
Articles of Dress	Charters Towers (girls)	88	Evlinton, Limestone	90
Home Exercises	Townsville (girls and infants) ...	68	Deep Lead	75

To show with what success each subject in the curriculum has been taught, I give the following list showing the average percentage of marks obtained, calculated from all the marks given throughout all the schools during the year:—

In *State Schools* the twenty-seven subjects taught therein stand as follows:—(1) Samplers, 73·9; (2) Articles of Dress, 72·4; (3) Drill, 70; (4) Home Exercises, 66·3; (5) Spelling, 65·4; (6) Writing, 65·2; (7) Reading, 62·6; (8) Drawing, 61·4; (9) Recitation, 61·3; (10) Dictation and Transcription, 60·9; (11) Tables, 60·1; (12) Vocal Music, 59·5; (13) Notation and Numeration, 57·1; (14) Composition, 57·1; (15) Object Lessons, 55·6; (16) Mapping, 55·3; (17) Parsing, 55; (18) Domestic Economy, 55; (19) Analysis, 53·9; (20) Accidence, 53·7; (21) Geography, 53·3; (22) Mechanics, 52·1; (23) Arithmetic, 51·5; (24) Syntax, 50·5; (25) History, 48·9; (26) Comprehension of Reading, 46·8; (27) Mental Arithmetic, 38·9.

In *Provisional Schools* the twenty-one subjects taught therein stand thus:—(1) Samplers, 74·8; (2) Reading, 64·8; (3) Spelling, 63·1; (4) Articles of Dress, 62·6; (5) Composition, 62·4; (6) Home Exercises, 61·7; (7) Writing, 58·8; (8) Recitation, 58; (9) Dictation and Transcription, 57·2; (10) Parsing, 56·1; (11) Tables, 56; (12) Object Lessons, 53·1; (13) Notation and Numeration, 48·4; (14) Geography, 47·7; (15) Mapping, 46·5; (16) Syntax, 46·4; (17) Analysis, 46·3; (18) Arithmetic, 44·6; (19) Accidence, 44·1; (20) Comprehension of Reading, 42·5; (21) Mental Arithmetic, 31·4

From the above figures it will be seen that the mechanical work is better done than the intellectual. Of the three "R's" Reading and Writing hold very fair places, but it is to be regretted that Arithmetic, and more particularly Mental Arithmetic, should stand so low. The remarks I made last year on the various subjects in the main still hold good.

ATTENDANCE.—In State schools the average attendance for the month preceding inspection was 5,921·6, equal to 81·1 per cent. of the 7,305 enrolled at the end of the month. This is an increase of 846·7 pupils and of 3·1 per cent. on the attendance of 1895. In Provisional schools it was 753·7, equal to 79·7 per cent. of the 946 enrolled, an increase of 115 pupils, and of ·7 per cent. on the attendance of the preceding year. In all schools the average attendance was 6,675·3, equal to 80·9 per cent. of the 8,251 enrolled, being an increase of 961·7 in the number of pupils and of 2·8 in the percentage of the attendance as compared with 1895.

The number of pupils who attended regularly (that is, at least four days out of five) during the quarter preceding inspection was—In State schools, 4.395 out of 7,677 enrolled, equal to 57·2 per cent. of the whole, the attendance of the boys (59 per cent.) being more regular than that of the girls (55·3 per cent.). This is an improvement of 3 per cent. on the attendance of 1895. In Provisional schools it was 574 out of 967 enrolled, equal to 59·4 per cent. of the whole, the attendance of the boys (59·9 per cent.) being again a little better than that of the girls (58·7 per cent.). In all schools it was 4,969 out of 8,644, equal to 57·5 per cent. of the enrolment, the boys being 59·1 per cent. and the girls 55·7 per cent. This is an increase of 720 pupils, and of 3·1 per cent on the attendance of 1895. It may be remarked that during the last four years the regularity of the attendance has steadily improved year by year. The attendance at the schools in and about Townsville was much reduced during the first quarter in consequence of the storm "Sigma."

The five State schools which had the greatest percentage of attendance during the month preceding inspection were—Georgetown (96), Cumberland (90·5), Maytown (89·6), Port Douglas (88·8), and Croydon (88). The five Provisional schools were—Kirk River (92·2), Prairie (91·5), Golden Gate (90·9), Laura (90·4), and Camooweal (87·9). The five State schools in which the regularity was best during the quarter preceding inspection were—Maytown (85·3), Cumberland (84·8), Port Douglas (80·4), Hughenden (76·7), and Thursday Island (72). The five Provisional schools were—Kirk River (95·6), Golden Gate (93·2), Prairie (90), Toonpan (86·4), and Laura (80).

The number of children of school age reported as not attending any school, though living within reach of one, is 55. This number does not include the neglected children of the larger towns.

SCHOOL COMMITTEES.—These bodies, as a rule, continue to do their duties well. Amongst those which have been particularly active in furthering the interests of their schools during the past year, the names of the Hughenden, Ravenswood, Cooktown, Croydon, and Townsville Central school committees occur to me just now.

GRAMMAR SCHOOL SCHOLARSHIPS.—Ten scholarships were awarded to pupils of this district as a result of the examination held in December last—eight to boys and two to girls. Townsville Central (boys) school furnished three successful candidates, and the following schools one each:—Port Douglas, Townsville West, Hughenden, Ross Island, and Charters Towers (boys). The two successful girls came from the Herberton and the Townsville Central (girls and infants) schools.

I have, &c.,

W. GRIPP,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

APPENDIX C.

REPORTS OF THE UNDER SECRETARY AND GENERAL INSPECTOR, DEPARTMENT OF PUBLIC INSTRUCTION, ON THE DESIRABILITY OF AMENDING "THE STATE EDUCATION ACT OF 1875."

Department of Public Instruction,
Brisbane, 21st September, 1896.

Sir,—I have the honour to submit my Report in connection with the proposal to extend the Course of Instruction in the Primary Schools.

I.

On the 30th July, 1896, the Legislative Assembly passed the following resolution:—

> "That, in the opinion of this House, it is desirable that Reports should be obtained and presented to Parliament from the Under Secretary and the General Inspector for Public Instruction as to the advisability and desirability of amending '*The State Education Act of* 1875,' so as to incorporate therein the provisions of '*The Public Instruction Act of* 1880' of New South Wales relating to Superior State Schools."

Although the New South Wales Act and the Regulations and the Annual Reports of the Department were available in the office for consultation, it seemed desirable that a visit should be made to Sydney, in order to gain fuller information as to the actual working of the Superior Public School system than those documents supply. I therefore visited Sydney, leaving Brisbane on the evening of Thursday, the 27th August last, and returning on Monday, the 7th September. A railway pass available for all stations in New South Wales was placed at my service by the goodness of the Minister of Public Instruction in that colony.

I made it my first duty to call on Mr. J. C. Maynard, the Under Secretary for Public Instruction, who, on that occasion and on two subsequent visits, most kindly gave me much assistance. He introduced me to the Minister of Public Instruction (the Hon. J. Garrard), who received me with cordiality and expressed an interest in the subject of my inquiries. Mr. Maynard also furnished me with credentials to the heads of all schools under the control of the Department, and a letter of introduction to Mr. Weigall, the head-master of the Sydney Grammar School.

I desire here to express my high appreciation of the kindness with which I was everywhere received, and of the readiness with which information was given to me. The work of the moment was set aside that I might not be delayed; and, though it is no new experience to find persons engaged in educational work sympathetic, the courtesy which tended to make my task easy and pleasant has impressed me deeply.

I visited the Superior Public Schools at Fort street, Cleveland street, and Crown street, all in Sydney, and the Superior Public Schools at Armidale and Parramatta as representatives of country schools of the same class. I also visited the High School for Boys at Ultimo, Sydney, and the High School for Girls in Elizabeth street. I had an interesting interview with Mr. Weigall, of the Sydney Grammar School. At Cleveland street the boys' department was undergoing inspection, and I was fortunate in meeting the inspector, though the interview was necessarily hurried. A walk over the spacious premises of the Technical College at Ultimo, adjoining the Boys' High School, completed my visits to educational institutions. It would have been easy to visit many more schools and to extend my observations at the schools visited, but the advantage would not have been proportioned to the time spent. I was satisfied that I had gained an accurate knowledge of what is being done in the Superior Public Schools, and as much information respecting the bearing of the system on higher education as was easily obtainable, however much I might have lengthened my stay in the southern colony.

Superior Public Schools.

"*The Public Instruction Act of* 1880" came into operation on the 1st May, 1880. It is a broad and liberal measure, designed to provide a complete scheme of public education under State control from the zero of infancy to a standard of attainments fitting to enter a university. It took over the Public Primary Schools administered by the Council of Education, but the field was open to devise a system of secondary education in continuation of the programme of the Primary Schools, for there were no Secondary Schools endowed by the State, except the Sydney Grammar School. That school was founded by statute in 1854, receives an endowment of £1,500 a year with the free use of the buildings, and is open to boys only. I point out here that the conditions were then and are now very different in New South Wales from those which obtain in Queensland, where there exist to-day ten Grammar Schools receiving an annual endowment of £10,000.

The sixth section of the Act runs:—

The several classes of Schools herein defined may be established and maintained under this Act as fully organised Schools, namely—

- (i) Public Schools, in which the main object shall be to afford the best primary education to all children without sectarian or class distinction;
- (ii) Superior Public Schools in towns and populous districts, in which additional lessons in the higher branches of education may be given under such regulations for the purpose as may be approved by the Governor;
- (iii) Evening Public Schools, in which the object shall be to instruct persons who may not have received the advantages of primary education;
- (iv) High Schools for Boys, in which the course of instruction shall be of such a character as to complete the public school curriculum or to prepare students for the university;
- (v) High Schools for Girls.

That scheme provided for three things which concern this Report: primary education to all children, additional lessons in higher branches to children in towns and populous districts, and advanced instruction to complete the school curriculum or to fit students for entering the university.

The ninth section of the Act provides—

> On the advice of the Minister, after due inquiry, any Public School may, by Proclamation in the *Gazette* by the Governor, be appointed to be a Superior Public School.

Sections 25 and 26 define the standard of High School work, and read as follows:—

> High Schools for Boys may be established, in which instruction shall be given in ancient and modern languages, in history, in literature, in mathematics, and in physical science, together with such other subjects as the Minister may from time to time direct.
>
> High Schools for Girls may be established, in which instruction shall be given in modern languages, history, music, the elements of mathematics, and physical science, together with such other subjects as the Minister may from time to time direct.

Section 11 fixes the school fee at 3d. a week for each child taught in a Public School, to be collected by the teacher and paid into the consolidated revenue; and section 27 gives power to fix, by regulation approved by the Governor, the fees to be paid in High Schools and in the higher classes in Superior Public Schools.

It is worthy of mention that the Act is silent as to the particular subjects to be taught in the Public Schools and in the Superior Public Schools; it merely prescribes "the best primary education" to be taught in the former, and "additional lessons in the higher branches" in the latter. The matter is left entirely to be dealt with by regulations. This is in striking contrast to the provisions of the Queensland State Education Act of 1875, which lays down the subjects to be taught, with no power to add thereto, and by its restricted limitation retarded the introduction of Drawing for eighteen years, and still is effective in excluding Mathematics from our schools. It is also noteworthy that while a weekly fee is charged for instruction, local contributions are not required towards the cost of erecting school buildings, whether for Public Schools, Superior Public Schools, or High Schools, the entire cost being met by Parliamentary vote. In both these particulars the Queensland Act differs.

Following upon the passing of the Act, regulations for Superior Public Schools were made by the Governor, with the advice of the Executive Council. After a trial of a year or two they were modified to the present form, as follows:—

> 10. Any Public School may be declared a Superior Public School if, after due inquiry, it shall be found that the attendance thereat is sufficient to enable a class to be formed of not less than twenty pupils, who have been educated up to the standard that completes the course prescribed for a Fourth Class [*i.e.*, the highest class but one].
>
> 11. In addition to more advanced work in the ordinary subjects, lessons in other branches shall be given to the highest class, as under:—
>
> *To Boys.*—In Mathematics, Latin, Science, and Drawing.
> *To Girls.*—In French, Drawing, and Sanitary Science.
>
> Instruction may also be given in such other branches as the Minister may from time to time consider expedient.
>
> 12. Necessary text books shall be supplied by the Minister.
>
> 13. In cases where the regular staff is unable to teach any prescribed subject efficiently, the Minister may employ a special teacher for such subject, and pay him such salary as he may deem expedient, provided that the special class so taught shall be drafted from the highest class, and contain not less than twenty pupils.
>
> 14. The course of instruction to be carried out in the highest class of a Superior Public School shall be that prescribed for a Fifth Class [*i.e.*, the highest class] in the standard of proficiency; and such subjects shall be studied each year as may be prescribed annually for the Junior or Senior Examinations of the Sydney University.

The Regulations first adopted were found to need amendment in certain directions. They laid down that the fee for additional lessons should be 7s. a month, equal to £1 1s. a quarter, payable in advance, to be retained by the teachers as their property. The Chief Inspector, in his Report for 1881, says the agitation got up to do away with the fees charged for instruction in the special subjects had helped to keep matters in an unsettled state. In the Departmental Report for 1883 the Minister states that the extra fee of £1 1s. a quarter charged in the Fifth Class had proved a hindrance to success, and had in no way benefited the State, as the money, unlike all other fees paid in Public and High Schools, went as a perquisite to the teachers. In some schools few, if any, pupils had ever paid the extra fee, and children fit for promotion to a Fifth Class had been detained in a fourth, and others who were in a fifth when the Regulations came into force had been turned back into a fourth on account of inability or unwillingness to pay the additional charge. Pupils had left school before they otherwise would have done, because the Regulations barred their promotion or disrated them. In scarcely a single instance had a parent been willing to accept a free certificate as provided in case of poverty. For these reasons the extra fee had been abolished. In his Report for the same year the Chief Inspector, referring to the abolition of the special fee for additional lessons, says: "The imposition of this fee prevented many children of poor parents from being promoted to the highest classes, and worked injuriously in other ways." Thus it came about that the higher fees contemplated in section 27 of the Act for instruction in the higher subjects in Superior Public Schools were done away with after a trial, and the fee is now 3d. a week for each child all over the service in all schools other than High Schools.

In reviewing the Reports of the Council of Education for years before the passing of the Act of 1880, the question was forced on me why it was necessary to provide specially for Superior Public Schools by legislation. The ordinary Primary Schools under the Council were in many cases giving the "additional lessons" in higher subjects, as is shown in the following table:—

Year.	NUMBER OF PUPILS LEARNING.			
	Euclid.	Algebra.	Trigonometry.	Latin.
1875	1,880	1,018	40	805
1876	2,047	1,132	42	869
1877	2,250	1,241	23	874
1878	2,268	1,464	14	676
1879	2,521	1,615	...	892

The answer may be read in the Minister's Report for 1880, at page 4—"Although a few schools professing the same aims were already in existence, there had previously been no express legal sanction for their establishment." It was evidently the desire of the Department to meet the wishes of the Legislature; but apparently there was some uncertainty as to what was wanted. The Minister proceeds—"As defined in the sections of the Act before cited [sections 6 and 9 quoted above] Superior Schools would seem to be intended to continue the education of advanced pupils in the ordinary Public Schools by means of lessons in certain of the higher branches of instruction during and after the usual school hours. All that was necessary, therefore, was that the Regulations . . . . should simply indicate what schools were eligible to be raised to this higher class, and what additional subjects should be included in the course of instruction. No application from parents, guardians, or residents is required. The Public Schools which are to become Superior Schools are already in existence, and their claim to be raised to this higher status is to be determined by inquiry held on the authority of the Minister." He goes on to point out that the Act imposes two conditions for Superior Schools: (1) that they can exist in towns and populous districts only; and (2) that there are pupils sufficiently advanced to profit by the additional lessons in the higher branches. It is probable that the Legislature had in view three grades of schools—(1) Primary, which would give a plain elementary education, to include the three R's; (2) Superior (Primary), which, in addition to the foregoing, would give instruction in Drawing, Euclid and Algebra, and in elementary Latin and French; and (3) High Schools, which would give an advanced education in the classics, modern languages, and mathematics, fitting students for the professions and the University. I gather from the Reports and the subsequent action of the Department that any attempt to make a distinction between the first two classes was abandoned. The new Regulations, which came into force at the beginning of 1884, set down one standard of instruction for all schools below High Schools; and the term "Superior," as applied to a Public School, came to have no more significance than that the boys' department and the girls' department of any Public School were conjointly able to muster twenty pupils in the Fifth Class. There is now a uniform programme of instruction for the Fifth [highest] Class, and it applies to all Public Schools, whether Superior or not. The name, "Superior," has no particular significance now, the prescribed instruction in Fifth Classes being absolutely the same in all Public Schools. I am informed that when the Regulations now in force were framed admission to the permanent staff of the Civil Service was dependent on passing the Sydney Junior Examination, and the standard for the Fifth Class was made to fit as far as possible.

The standard for the Fifth Class is higher than the standard for the highest class in the primary schools of any of the other Australian colonies. As it is necessary for the full understanding of the question under discussion, I give the course of instruction for the Fifth Class, as follows:—

Fifth Class.

(Course, 1 Year.)

Reading.—As prescribed for University Junior Examination.

Writing.—As in Fourth Class.

Dictation,—On unruled paper, ordinary prose—15 consecutive lines.

Arithmetic.—Full course, from Hamblin Smith's Manual, or any equivalent. Mensuration—regular surfaces and solids.

Grammar, Geography, and History.—As prescribed for Junior and Senior Public Examinations at the Sydney University.

Natural Science.—Physics or Physiology, or one of the science subjects prescribed for University Examinations; or

Cooking.—For girls.

Geometry.—Euclid, Books I. and II., with easy exercises. [Book I. to proposition 12 has already been traversed in the Fourth Class.]

Algebra.—Hamblin Smith's Algebra, to chapter 13.

Latin (for boys).—Abbott's "Via Latina" to page 53, with the first conjugation and the verb *sum*.

French (for girls).—Macmillan's Progressive French course to the end, with Macmillan's "First Reader" to page 28, or an equivalent.

Needlework.—As for Fourth Class; child's frock in washing material; cutting out and fixing work; fancy work and knitting at discretion of work mistress.

Drill (for boys).—As for Fourth Class.

Drill (for girls).—As for Fourth Class.

Drawing.—Similar to Class IV., but of greater difficulty; drawing from common objects, and from casts of ornaments in light and shade; plans and elevations of circular solids, with sections.

Music.—As in Third and Fourth Classes; major and minor modes; inversions, &c.

Scripture.—As in Fourth Class.

NOTE 1.—Where there are pupils in a Fifth Class in third half-year, it is expected that trigonometry will be introduced; also Euclid, Book III.; Algebra to quadratics.

NOTE 2.—Where there are not as many as ten pupils to form a Fourth Class or a Fifth Class, as required, the Fourth Class and Fifth Class courses are to be taken as additions to the courses of the Third and Fourth Classes respectively.

That is the present standard for the Fifth Class in all Public Schools, including Superior Schools, and it prescribes the work to be done in twelve months by children of fourteen years of age. I think no one acquainted with practical school work will deny that it makes large claims upon the energy of the teacher and the diligence of the pupils. Schoolmasters will appreciate the difficulty of framing a time-table to meet the requirements of such a programme, and to provide for the sixteen or seventeen subjects therein prescribed, in a week containing only twenty-five working hours, and then to follow it so that no subject shall be neglected or fall into arrears. Yet neither in the reports of the inspectors, nor in the remarks of teachers whose schools I visited, nor in what came under my observation in schools, do I find reason to doubt that the programme is fairly well overtaken; and that opinion gains support from the many passes gained in the University Public Examinations, and from the fact that officers of the Department do not recommend a change.

The standard for the Fifth Class in 1884 was even higher in certain directions. For example, it prescribed in Euclid the first four books with exercises to be known in twelve months, the first twenty-six propositions having been already learned in the Fourth Class; but it was found necessary subsequently to curtail the requirements. Referring to the new standand that came into force in 1884, the observations of the Minister, at page 10 of the Annual Report for 1883, are interesting in this connection. It is there stated that a new standard has been prepared, giving prominence to the claims of reading, spelling, writing, and arithmetic in the lower classes; the number of subjects in these classes being lessened, so that during the first three years of school life the children "may be thoroughly grounded in essentials. As the majority of children do not remain long enough at school to go beyond the Third Class, the standard has been so drawn that a pupil completing the course prescribed for that class will be able with ease to pass the exit statutory examination. Beyond the Third Class, English in all its branches is continued; Algebra, Euclid, and Mensuration are added to Arithmetic; and science lessons are given. Elementary Latin and French are introduced in the Fifth Class; but it is kept in view that the curriculum of a Public School should contain those subjects only of which parents desire their children to have some knowledge,—English, Mathematics, and Science; and that foreign languages, modern or dead, not being desired by all nor even by a majority of parents, should be studied elsewhere."

I invite special attention to the last words of that quotation referring to foreign languages. Amid minor changes in the standard made from time to time, the Department, in the prescribed course of instruction, has adhered to the principles then laid down; and the standard in force to-day, while exacting in all the other subjects an extent of knowledge that will be practically useful in any walk of life, so limits the requirements in Latin and French that, outside of the mental discipline which might perhaps be equally gained by other studies, little practical advantage is likely to accrue to the great majority of pupils. (I am not aware of any good reason for varying the foreign language, giving Latin to boys and French to girls. It probably formed a continuance of the practice in the Council's Schools prior to the passing of the Education Act, and was an accommodation to the qualifications of the teachers, the majority of the male teachers at that time knowing little French, while many of the female teachers had some acquaintance with that language. The pupil-teachers are taught, throughout the four years' course of apprenticeship—Latin to males, and French to females; but the female pupil-teachers, under certain circumstances, may present themselves for examination in Latin or in Euclid or Algebra in lieu of French.) However that may be, it is certain that the standard comes far short of the requirements for the Sydney University Junior Examination in those languages, and the consequence is that with very rare exceptions (to be dealt with afterwards) pupils from the Public Schools, Superior or other, do not take up any language except English at the Junior Examination.

It will be seen from the programme for the Fifth Class that the influence of the University reaches the Public Schools, the work in certain directions being directly governed by the standards prescribed by the University for a pass in the Junior Examinations. The Department, however, does not formally require from teachers that passes shall be gained, or even that candidates shall be sent up for examination; nor is any success at those examinations accepted as a test of the efficiency of a school. The Department inspects by its officers and by the Inspector's report the school is weighed. But while that is the strict official aspect of the matter, I think it likely that teachers may feel more or less under an unexpressed obligation to prepare and to send up pupils to the Junior Examinations.

According to No. 13 of the Regulations relating to Superior Public Schools, quoted above, special teachers may be employed when the regular staff is not qualified to teach any subject efficiently. I am informed, however, that there is not a single Public School or Superior Public School in which the work of the Fifth Class is done by others than the regular staff. Whatever may have been necessary at first, and I have no information on the point, it is now the fact that if the "higher subjects," as I may call them for the sake of distinction, were cut out of the programme for the Fifth Class, not one teacher could be dispensed with, not a penny would be saved in salaries. That fact, which took me by surprise, is explained very fully in this way: For many years the Training College has been turning out annually numbers of well-educated young teachers of either sex. Attendance at the University formed part of their training, and I was told that as many as thirty students in training have been attending the University at the same time. A large number of these have taken the B.A. degree, and at the present time the service has a plentiful supply of graduates to teach all that is required in the Fifth Class and able to go much beyond the standard. Usually, when a Fifth Class comes to be formed in any school, the head teacher and his assistants are competent for the Fifth Class subjects; but if there should be a lack of ability to teach French or Latin, an adjustment of the staff is made. Among the many younger trained teachers that are also graduates of the Sydney University, one is easily found to supply what is wanting by taking the place of a less qualified assistant. An outsider is not brought in to teach the higher subjects, and the staff adjustment is made without any additional cost by way of salary or otherwise.

In the Annual Report for 1885, the system having now got fairly into working order, the Minister, referring to Superior Public Schools, says, at page 21—

> They can only be established where not less than twenty children capable of passing the standard of a Fifth Class (*sic*) can be found. Although originally intended to meet the educational wants of places where nothing better than the ordinary Public School existed, they have, owing to the liberal provisions under which they are found, largely multiplied in Sydney and its suburbs. . . . They are gradually spreading throughout the country, and afford a cheap and efficient means whereby the public can secure for their children an education somewhat in advance of that supplied by the primary school. The course of instruction laid down for Superior Public Schools includes Mathematics, Natural Science, French and Latin, in addition to the subjects taught in Public Schools. In English, Grammar, and Geography the instruction is made to correspond with that prescribed for the Senior or Junior Public Examinations at the Sydney University. It is expected, therefore, that the teachers of these schools will not only prepare their pupils to pass the examinations held by the inspectors under the Department but will encourage them to present themselves at the University Examinations afore-mentioned.

The number of Superior Public Schools had gradually increased year by year from 20, embracing 38 departments, in 1881, to 37, embracing 104 departments, in 1886. (In New South Wales, where the boys, the girls, and the infants are taught separately under distinct responsible heads and in adjoining premises, they form *one school*, which is said to consist of *three departments*. In Queensland we should class them as three schools, and should speak of them as the boys' school, the girls' school, &c.) In the Annual Report for the latter year, the Chief Inspector remarks, at page 86—

> The Fifth Classes, which are really the distinctive features of Superior Public Schools, contained, at the end of September last, 1,697 scholars. Of these 760 had been enrolled a full year at that date, and should therefore have been prepared to attend the University Junior or Senior Examinations in October. The number that actually attended was 167. From inquiries made as to the non-attendance of the remaining 593, it is

believed that the fee of £1 10s. demanded from each pupil attending the examination prevented the majority from sitting. In comparison with 11s. 9d., the highest fee paid by any pupil for a whole year's instruction in a Public School, the fee of £1 10s. for examination appears to poor people to be out of proportion to the relative value of things.

The fee for the Junior Examination is now £1, but it is still high enough to keep away the children of poor parents; and this should be kept in view when the number of passes from Public Schools is under consideration.

The successive Annual Reports of the Department speak with approval of the Superior Public Schools. The Minister says (Report for 1889, p. 27)—

> There can be no doubt as to the very wide popularity of this class of schools, and their gradual establishment in the country districts is a gratifying circumstance. There they not only supply the place of High Schools, but they become exemplars of good organisation, good discipline, and good methods of teaching, and practically do much of the work pertaining to Training Schools.

And, again, in the Report for 1890 (p. 31), he says—

> As, however, this class of schools is primarily intended to supply a more advanced education to families residing in localities where the means of obtaining such an education do not exist, it is a question whether greater facilities should not be afforded for their establishment. I am accordingly considering the expediency of so modifying the provisions of the Regulation under which they are established as to lead to a more rapid extension of Superior Public Schools throughout the country districts.

In the Report for 1891 (p. 30), he says—

> Although primarily intended to meet the educational wants of places unprovided with anything higher than elementary instruction, this class of school has, owing to the liberal provisions under which they are established, greatly multiplied in the neighbourhood of Sydney and other large towns.

The observations in other years are uniformly commendatory. It is to be carefully noted that the name "Superior," as applied to a Public School, has come to mean practically nothing more than that the school has at least twenty pupils in the combined Fifth Classes of the boys' and girls' departments. There is no gain to the teacher except in distinction, and none to the scholars, the programme of instruction being uniform in all schools, and the qualifications of the teachers the same. The only privilege appertaining to a Superior School appears to be that the free railway pass which is granted to the nearest Public School to all pupils permits a child to travel to the Superior Public School, even though it may not be the school nearest to his home. For years past pupils from these schools have gone up in large numbers to the University Examinations with notable success. Not to multiply details, it may suffice, in illustration, to quote from the Minister's Report for last year, 1895, p. 12:—

> "Superior Schools were very successful at the University Examinations, having passed 245 candidates—viz., 4 seniors and 241 juniors. Other Public Schools not classed as Superior obtained 49 junior passes. These give a total of 294, 30·7 per cent. of the aggregate number."

For the same year the Chief Inspector reports (p. 69):—

> "Without including pupils from the High Schools, our schools gained 290 Junior, 4 Senior, 12 Matriculation, and 4 Honours Matriculation passes."

In 1895 there were examined by the inspectors, in French, 2,203 pupils; in English, 8,908; in Algebra, 3,107; in Latin, 2,608; in Trigonometry, 84; in Natural Science, 7,273; and the number of Superior Public Schools at the time of my visit was 100.

I gather from the tone of the speakers in the Queensland Legislative Assembly that it is a general desire that if higher subjects are added to the programme of work in the State Schools in this colony, it shall be done in such a manner as not to withdraw or to withhold pupils from the State-aided Grammar Schools. As an indication of what would be likely to occur in Queensland, the effect of the Superior Public School system on the High Schools invited my consideration and inquiry. I have quoted above the statement of the Minister that the Superior Public Schools supply the place of High Schools; and there is no room to doubt that they have practically superseded the need of High Schools. I learn that in certain towns strong pressure has from time to time been made on the Department to establish High Schools, but the requests have not been complied with, and those locally interested now express their entire satisfaction with the Superior Public Schools, pains having been taken by the Department to select a good staff of teachers. There are now only five High Schools in New South Wales: in Sydney a High School for boys and a High School for girls; in Maitland the same; in Bathurst, a High School for girls. In October, 1883, High Schools were opened at Sydney, Bathurst, and Goulburn for each sex. In 1884, there were eight High Schools in operation:—

Sydney Boys' High School;	enrolment	... ...	166
„ Girls' „	„	... ...	127
Maitland Boys' „	„	... ...	56
„ Girls' „	„	... ...	26
Bathurst Boys' „	„	... ...	21
„ Girls' „	„	... ...	12
Goulburn Boys' „	„	... ...	20
„ Girls „	„	... ...	20
Total		... ...	448

The average attendance was 311; the amount paid in salaries, £5,630; in fees, £2,348 10s. The fees are paid to revenue, and go to reduce the cost to the State. The High Schools at Goulburn were closed in 1886, having failed to obtain reasonable support. In 1887, Bathurst High School for boys was closed on account of small attendance, and the Minister reports that the High Schools in Sydney and Maitland have more than satisfied all reasonable expectations. The number of High Schools was thus reduced to five, and for the last nine years the number has remained the same, nor do I see any prospect of an increase. In his Report for 1883 the Minister expresses his views with firmness:—

> There are many parents who would avail themselves of High Schools if the payment of the fee were the only barrier to entrance. If the entrance examination were dispensed with, however, there would soon be established in every township of reasonable size two State Schools—one called Public and one High—one for the

poorer class and one for the richer. The expense of such a system would be enormous, unnecessary, and always growing, for there would have to be two staffs of teachers, two sets of buildings, and double expenses generally, to teach what would practically be the same subjects to children of the same age and educational status.

The Annual Reports continue to speak well of these schools, to praise their discipline and efficiency, and to point out their inexpensiveness to the State; but I gathered that the results of the Superior School system, or, in other words, the introduction of secondary subjects into the programme of studies for the Fifth Class in the common school, is regarded by the Department as so satisfactory that the establishment of new High Schools has practically ceased. There are about a score of Superior Public Schools in Sydney and its suburbs, all of which prepare children for the Junior Examination, and compete with the Sydney High Schools for the distinction of passing pupils; but the chief competitor is the Fort-street school, commonly called the "Model School," which alone, in the Junior examination held in June last, gained more passes for the boys than the Sydney Grammar School and the Sydney High School for boys gained together. The passes from these institutions are shown thus:—

Sydney Grammar School, ...	28	Junior passes, 1896.
,, Public High School (boys)	25	,, ,, ,,
,, ,, ,, ,, (girls)	29	,, ,, ,,
Fort-street Superior Public School (boys)	62	,, ,, ,,
,, ,, ,, ,, ,, (girls)	9	,, ,, ,,

Children are admitted to the High Schools from any school, but only after having passed a satisfactory examination by the Department's officers, in four subjects to about Fifth Class standard. In 1893 the fee was raised from two guineas to three guineas a quarter, and the change was followed by a considerable falling off in attendance. The loss of pupils from this cause and "bad times' was estimated by the Head Mistress of the Sydney High School for girls at 100. The total enrolment at all the High Schools reached high-water mark in 1892; it was then 882, a slight increase over the enrolment for the two preceding years. In 1893 it was 815, and it fell to 611 and 603 in the succeeding years, showing a continued tendency to fall away.

The five High Schools and the Sydney Grammar School, together with numerous private schools not endowed by the State, for the most part appropriate the passes in the University Senior and Matriculation Examinations; but even in this province they have competitors in the Public Schools. In his Report for 1895 (p. 69), the Chief Inspector says that 4 Senior, 12 Matriculation, and 4 Honours Matriculation passes were gained in addition to 290 Junior passes, all from the Public or Superior Public Schools, the pupils from the High Schools not being included; 9 matriculation and 4 honours matriculation passes falling to the Fort-street (Model) Superior School alone.

To some extent, then, it would appear, at least in Sydney, that schools of three distinct classes, viz., the Grammar School, the High Schools, and the Public Schools, are competing with each other in the same field. Putting aside the Sydney Grammar School, which practically is independent of the Department, there are two sets of schools, both under the complete control of the Minister, doing, to a very large extent, exactly the same work. The standard to which they work is the same, namely, the University, Public, and Matriculation Examinations; the masters are men of much the same scholastic and academic rank, being often graduates of a University; they are alike under regular inspection by the departmental officers; but in schools of one class the pupils pay 12s. a year for instruction, and in the other £12 12s. In the Sydney Grammar School the limit of age for admission is ten years, and the fees range from £16 to £20 per annum. The obligatory course of instruction includes English, French, Latin, German *or* Greek, Mathematics, and Natural Science; and, as the prospectus of the school sets forth, is designed to be such as will "qualify for admission to the University, and should supply an adequate training for professional life." The attendance at this school has suffered with the times, but in the Head Master's opinion the competition of the Public Schools does not affect it appreciably. I think the same cannot be said of the High Schools, especially the High School for boys; and from what came under my notice, I am prepared to find that the attendance will, for a time at least, be still further reduced. All the schools referred to above have a good reputation, and they are in the hands of able men. They each have a share of distinction and success at the public examinations; but if the Public Schools continue to extend their programme so as to reach after Matriculation with Honours, as the Fort-street school is now doing, there will hardly be occasion for the High School for boys.

This competition and overlapping might be avoided, to a great extent, by refusing to keep boys at a Public School when they have completed the work prescribed by regulation for the Fifth Class; but the effect of that would be to deprive the children of poor parents of any further schooling, and arrest their literary education, while those that are better off could attend the Grammar School or the High School. Such a step would not be favoured by the better class of teachers, and would probably gain little public approval. And yet it would, I believe, be doing a real service to many of the boys. This leads me to refer to what came as a most unlooked-for revelation. I was informed, on authority which admits of no questioning, that the capital of the southern colony is overrun with young men locally reared, well educated, graduates of the University, who are unable to find work congenial to a man of education. "Education is a drug in the market; the time is past when a liberal education is a certain stepping-stone to a billet," said one gentleman of position; "Greek and Latin won't earn a living," said another. One head of a school lamented the case of an ex-pupil, who from his school had passed the Junior, gaining honours in seven subjects (7 A's): that was three years ago, and the youth is still looking out for employment. He would have done better to go to a trade, and learn to earn a living with his hands. That was not an isolated case. I was led to believe that there are many of the same kind. It may be said that a youth will earn a better living with his hands if he is well educated; but it is a pretty common opinion that to do well at a trade a boy should begin at fourteen, and that if he delays till he is seventeen he is not likely to settle down kindly to manual labour. It would be lamentable if the New South Wales system of public and university education, admirable as it is, conduced to the formation of a class mentally disqualified to earn a living under the conditions of the time, and brought on the State the dangers of an educated proletariat. I may have been unduly impressed, but I came to regard the danger as not improbable.

Having sketched the origin, progress, and results of the Superior Public School system in New South Wales, I will now briefly add notes on the different schools that I visited.

Fort-street Superior and Model School for Boys.

The accommodation does not admit of more than 1,000 pupils, to which number the attendance is limited. From the situation of the buildings the school could not be filled by children living in the immediate neighbourhood; but the reputation which this institution has borne for half a century clings to it, and pupils are attracted from all parts of the city and suburbs. The special feature is an enormous Fifth Class, containing 235 pupils, taught in six divisions, each being in charge of a distinct teacher. The highest division contains 47 pupils, all of whom have passed the University Junior Examination from this school, and ten have passed the Matriculation Examination. They are now working for a Senior or a Matriculation pass with honours in each case. To pass in the "A" Division is spoken of as a pass with honours. The course of study includes all the "primary" subjects required in the Fifth Class; on that, I was told, the inspectors rigidly insist; and the higher subjects include Latin and French up to the Senior and Matriculation Examination with honours. The standard in Mathematics, History, and Science is that of the University Senior Examination. How high that standard is may be inferred from the case of Latin, in which the requirements for the approaching November examination are a knowledge of the text of *Cicero pro Sestio*, and the First Book of the *Odes of Horace*, together with sight translation from Latin into English, and from English into Latin. This division is taught by the First Assistant, a Bachelor of Arts of Sydney University and a trained teacher of the Department. The average age of these boys was given me as 15½. No one was under 14, and the oldest was about 18. The next four divisions, numbering 46, 33, 34, and 32 respectively, are graded according to attainments as accurately as possible. They differ little, however, in age and attainments, and nearly all of them have intimated their intention to sit the Junior Examination, in 1897. The lowest division numbers 43, and is made up of recent promotions from the Fourth Class and of dull pupils.

The boys were admirably disciplined and well mannered, and there was little to mark social distinctions. I was told that their parents are of all classes; and it was with evident gratification that the Head Master pointed out to me a bright intelligent-looking lad of 16½, who in 1893 passed the Junior Examination with seven A's, and is now the captain of the school; he is the son of a corporation labourer earning 7s. a day. The Head Master is an enthusiast in his profession, as schoolmasters made by nature are apt to become; and he wears worthily the mantle that he inherits from many distinguished predecessors in the charge of this fine school. His heart is in his work, and so far from wishing to be rid of his most advanced boys, he parts with them reluctantly and encourages them to remain at school till they have passed the highest University Examination open to them. There was no definite information at hand as to what becomes of the most advanced boys when they have left school, and I was not able to get the information I sought on the point. I find that when they leave school they prefer clerical work and often get it, and many boys who have passed the junior go to engineering and mechanical trades, as the master encourages them to do.

Of the 62 boys who passed the Junior in June last, 15 qualified at the same time for matriculation at the University. Three medals fell to this school, and three boys were *proxime* for medals.

The staff consists of the Head Master, salary £532; a First Assistant, who is a Bachelor of Arts as well as a trained teacher, salary £225. The rest of the staff consists of nineteen assistants, all ex-students—*i.e.*, students who have completed a course of training, three of them being Bachelors of Arts, and some of the others being evening students at the University, aiming at a degree and themselves paying the cost of lectures. The salaries of those nineteen young men, all trained teachers, who have spent many years in learning their profession, and after close study have in some cases attained a University degree, range from £96 to £120 a year, and in no case does a salary exceed the larger sum. I was astonished to find the salaries of the assistants so low. The case is not in any way peculiar to the school: it is much the same at all the schools I visited. The Superior Public Schools, the Training College, and the University have done their work so well, and the legislature has been so liberal with funds, that there is now an abundant supply of all the skilled talent wanted for this branch of the public service. Should more be wanted at any moment, I have the best authority for saying that 100 young graduates could be got at once for a salary of £100 a year; but they would not be trained teachers. These things give one food for thought.

I parted from the Head Master and his assistants with a high appreciation of the ability and zeal they bring to their work, and a glow of sympathy with them in their success. But I wondered what there was left for the High School to do.

Fort-street Superior Public (Model) School for Girls.

The Fifth Class comprehends 143 girls in three divisions. The Head Mistress, whose salary is £250 a year, teaches the highest division, comprising 48 pupils, and of these 22 have announced their intention to sit for matriculation at the University in March next. The other two divisions, numbering 46 and 49 respectively, are each in charge of an ex-student getting a salary of £90 a year. All these girls learn French, Latin, Euclid, and Algebra; those in the highest division working to the advanced programme of Matriculation Examination. In March last 2 girls passed that examination, and in June 9 passed the Junior. As in the boys' school, all the instruction is given by the regular staff, and no outsider is employed; also, as in the boys' school, much extra time beyond regular school hours is given to the training of these girls, and for that extra labour there is no pecuniary reward to the teachers. I understand that formerly it was the practice for teachers to receive remuneration from parents for this extra teaching; but since the Public Service Act came into operation at the beginning of the present year, the practice being forbidden by the Act, has been discontinued. There are 600 girls attending this school. They were mostly at play when I had time to observe them; and a joyous, healthy, rosy, comely band they were, unrestrained but orderly, in conduct and manners beyond reproach. The Head Mistress is justly proud of her girls, and I appreciated the satisfaction she has in their robustness promoted by the healthful, breezy situation of the school.

Cleveland-street Superior Public School for Boys.

The Inspector was engaged in examining the Fifth Class at the time of my visit to this school, and I greatly regret that, without departing from my programme, I could not give prolonged time to observation of the boys when under inspection. The Fifth Class consists of from 50 to 60 boys in two divisions. The work prescribed for the second year of enrolment in the Fifth Class goes as far as the Junior Examination requires in Mathematics, English, Geography, History, and Science, but not in the foreign languages. Latin and French go beyond, and in these the advanced work is taught after school hours by members of the staff, and without extra pay in all cases without exception. In June last 15 were sent up for the Junior, and of these 10 passed. Here, as is usual in schools of this class, I find the subjects chosen for the University Examinations are those classed in Groups I. and III.—namely, History, Geography, English; Arithmetic, Algebra, Geometry; together with one other subject from Group IV. (thus completing the seven subjects to which the candidate is limited) namely, Chemistry, Physics, Geology, Botany, Physiology. Group II., which comprises French, German, Latin, and Greek; and Group V., including Drawing and Music, are comparatively rarely taken successfully by Superior Public School pupils. I find that apart from the Fort-street school, only eight Public Schools gained passes in Group II., French being the subject in all cases. Two matriculation passes have been scored for the school during the year, and that pass, as I have noted above, calls for considerable knowledge of Latin and of either French or German. In reply to my inquiry, the Head Master informed me that he could not prepare his pupils for the University Examinations without extra teaching on Saturdays and in the evenings for some time before the examination. I got the same reply in effect from all the teachers inquired of. All the extra teaching is gratuitous.

The time-table for the Fifth Class in this school provides for Latin, Euclid, and Algebra two lessons a week, three-quarters of an hour to each. Mensuration has one lesson of three-quarters of an hour, and Arithmetic three lessons each of the same duration. French is taught beyond the school hours. This is a Superior Public School of the first order of merit, and probably is not surpassed in attendance, efficiency, and organisation by any other in the colony, the Fort-street Model School being excepted as in many respects a special school. It may therefore be interesting to specify the staff. It consists of the Head Master, with salary, £422 a year; First Assistant, £171; Second Assistant, £136; three ex-students, one a B.A., with salaries ranging from £104 in the case of two to £113 in the case of the other. Another assistant under special and exceptional circumstances gives half the day to school work, and attends lectures at the University for the rest of the day; and three pupil-teachers: one of the lowest class at £40, and two of the highest at £68. In New South Wales a male pupil-teacher begins with a salary of £40. The Department cannot get suitable lads to enter the profession for less, and though it is held to be a sufficient inducement to attract the pick of a country school, the Head Master seems to doubt that the best of the boys in the city schools go in for pupil-teacherships. In Queensland the corresponding rate is £30, to which the salary for a first year's pupil-teacher was reduced a few years ago, and the tendency of the best boys to hang back is probably even more conspicuous in the northern colony.

Cleveland-street Superior Public School for Girls.

There is here an average attendance of 450 pupils. The Head Mistress has a salary of £250 a year; the First Assistant, £130; two Third Assistants, £104 each; an ex-student, £90; four ex-pupil teachers, £48 each; the Sewing Mistress, £114. The four ex-pupil teachers have completed their apprenticeship, and are now waiting either for admission to the Training School or for vacancies in assistantships. In the meantime they live with their parents, doing the work of an assistant in their mother school, at the salary of a pupil-teacher of the fourth year. There is no certainty when the preferment will come to a higher salary, and when it does come it will carry with it removal into the country. Full three years must elapse after the completion of apprenticeship before they will be eligible for classification unless they are admitted to the Training College, and in that case an interval of two years may suffice. The case of these young teachers is common to all others in the service under like conditions. There is no graduate on the staff. The Fifth Class contains an upper division with 25 pupils and a lower with 40. The passing of the University Examinations is not made a feature of this school.

Crown-street Superior Public School for Boys.

This is another fine Sydney school where money has not been spared to supply buildings, furniture, playground, &c., of the best kind. There are two sections in the Fifth Class, with an enrolment of 50 in the higher and 58 in the lower. The average attendance approaches 80. As a specimen of the kind of work that has been done in the school in the highest class I cannot do better than transcribe some of my notes copied from an ornamental record which adorns the classroom. In 1886 a pupil passed the Junior with seven "A's," and captured the medals for History and French. In 1887 a pupil gained the Hordern Prize of £100 for the best Junior pass from a Public School, passing with seven "A's," and winning the medals for History, French, Latin, and English. In 1888 two boys were bracketed *proxime* for the English medal. In 1889 a boy got the University Prize, which marked the distinction of gaining the best Junior pass of the year. In 1890 the medal for Geology fell to this school, &c. In 1895 a lad passed the Entrance Science and Medical Examination—a high pass. In June last 10 candidates were sent up to the Junior Examination and 6 passed. The staff consists of the Head Master, £422; First Assistant, £225; five ex-students, £100 to £104; and two pupil-teachers, £50 to £68. Lately there were four B.A.'s on the staff; at present there are none. I paid a short visit to a carpenter's shop on the premises, where boys in batches of a dozen practise carpentry for two hours a week. I understand that the work is under the direction of the Technical College. The Head Master expressed his approval of it, and said that the boys liked the work. I was shown as the work of the pupils articles that did credit to their industry, skill, and taste.

Crown-street Superior Public School for Girls.

There are 545 enrolled, with an average attendance of about 500. Though the girls of the highest division of the Fifth Class were prepared for the Junior Examination, they all declined to present themselves, deterred probably by the high fee. French is taught far beyond the standard for the Fifth Class up to that required for matriculation at the University. That class contains 71 girls taught in two divisions, with an average attendance of about 60.

Parramatta Superior Public Schools for Boys.

The enrolment is 350, and the Fifth Class contains 45 boys, taught by the Head Master, classified I. A. The other members of the staff are two assistants, with classification II. A and II. B, and incomes £171 and £132 a year respectively. They are both graduates of the Training College, but neither has a University degree. Add three pupil-teachers of the first, second, and third years. For the last four years there has been no examination in this school for candidate pupil-teachers. There is still a pretty full list of candidates who have passed the examination, and the practice of the Department is to appoint candidates without respect to age in order of merit if they are willing to wait for a vacancy. I gathered that male ex-pupil-teachers that are not admitted to the Training College are usually sent to Provisional Schools with a salary of £80 a year, or upwards. Fifteen scholarships admitting to the Training College and entitling the holders to free board and education are granted annually to male ex-pupil-teachers, together with an equal number of half-scholarships. And the same practice holds as regards the females. Every year boys are sent from this school to the Junior Examination. In June last 8 were sent up, and 5 passed. There is now one boy being trained for Matriculation to whom the master gives extra time out of school hours. The numerous duties appertaining to the head of such a school make so many claims on his time that only by giving extra time can he fit boys for the Junior.

Parramatta Superior Public School for Girls.

Enrolment, 278. The mistress has a salary of £250 a year, and is aided by an assistant (£130), a sewing mistress (£75), and three pupil-teachers, all of the first year. The Fifth Class contains 38 girls, and one passed the Junior in June last.

Armidale Superior Public School for Boys.

The practice here is for the boys and girls to be taught separately in all their subjects, including the "higher subjects"; and I found that the same rule holds in all the schools I visited. The Regulations do not give warrant for the combined teaching of boys and girls—where separate departments exist—except in music. I understand that there would be no Departmental objection to the "higher subjects" being taught conjointly if the master and mistress both desired it; but the heads of the department for boys and for girls prefer to work independently. There are 13 boys in the Fifth Class, and none has taken the Junior Examination for a year or two past. The time-table for the Fifth Class provides an hour and a-half a week for Euclid, three-quarters of an hour for Mensuration, one hour for Algebra, an hour and a-half for Latin. Text-books in these subjects and in the English classic prescribed for the Junior, are supplied by the Department at the rate of one copy for each pupil in average attendance, not to be taken home, the books to remain the property of the Department. This rule holds throughout the service. The pupils usually supply themselves with copies for home use. The enrolment is 210, average attendance about 145. This may be taken as a fair type of a country Superior Public School, and I therefore give more fully than usual details of the internal organisation—

Fifth Class ...	13 pupils	Taught by Head Master, I.A, £300
Fourth Class ...	24 pupils	
Third Class (Upper) ...	39 pupils	Taught by Assistant II.A, £171
Third Class (Lower) ...	47 pupils	
Second Class (Upper) ...	37 pupils	Taught by Pupil-teacher of 2nd year, £46
Second Class (Lower) ...	50 pupils	Taught by Pupil-teacher of 2nd year, £46

The schoolhouse is a brick building of one story, containing several classrooms, well proportioned, lighted, furnished, and warmed. Fires burned in every room, and they were very necessary, as snow lay on the country round at the time of my visit, and the weather resembled that of an English winter—damp, cloudy, and bitterly cold. The old schoolhouse, also of brick, has been converted into a roomy and comfortable residence for the Head Master, and is valued at £60 a year, and rated accordingly for the purpose of the master's superannuation.

Armidale Superior Public School for Girls.

This school has an enrolment of 175. The Fifth (21) and Fourth (46) Classes are taught by the Head Mistress, II.A, salary £180; the Third Class by the First Assistant, II.B, £130; the Second Class by an ex-pupil-teacher, £48. There is also a sewing mistress, with salary £86 a year, who is employed for four days a week. The instruction of the pupil-teachers in needlework is included in her duties. The infants' department has an enrolment of 189 pupils, and is under a separate head, who is aided by an adult assistant, an ex-pupil-teacher, and a pupil-teacher of the first year. The salaries are £170, £130, £46, and £23 respectively.

PUBLIC HIGH SCHOOLS.

The status and the relations of the Public High Schools to the Superior Public Schools, both forming parts of one system, involve matters so closely appertaining to the subject of this inquiry that I do not hesitate to devote a few observations to them, based on notes taken at the time of my visit.

Sydney Commercial High School for Boys.

This is the title that the school bears on its front; but the term "commercial" has no warrant in the Act or the Regulations, and has no apparent significance as regards the course of study, which is not specially on commercial lines. The buildings are of recent construction, and are suitable and well appointed. The standard to which the studies are directed is the University Matriculation Examination with Honours. The course of instruction is given in the official prospectus as follows:—Latin, Greek (optional), Mathematics, French, German (optional), English Language and Literature, Elocution, History, Physical Science, Drawing (geometrical, perspective, model, and mechanical), Geography, Commercial and Technical Subjects. The course differs but little from that followed in the Fifth Class at the Fort-street School, or indeed from that of the same class in any Superior Public School. At Fort street the lads work to just the same standard; but the

High School has an advantage over ordinary Superior Public Schools in dealing with pupils whose admission has been preceded by a test of fitness for the higher subjects, and thus concentrating the teaching on those subjects; the result no doubt being a higher range of study and attainments. The school adjoins the magnificent premises of the Technical College, and in connection with that institution the boys are taught shorthand, drawing, and physical science. All the other subjects are taught by members of the regular permanent staff. This school, as is the case with the other four Public High Schools, is regularly inspected once a year by the departmental inspector. There are at present 125 pupils, with a daily average of about 115. The attendance has fallen considerably during the last three years, the raising of the quarterly fee from two to three guineas, the "bad times," and the extended operations of Fort-street Superior School in the same field having mainly contributed to that result. The school is attended by children from all the social grades, and a large proportion of the pupils are holders of bursaries or scholarships won in an open competition. The Regulations of the Department provide for the annual granting of twenty-four bursaries to pupils of Public Schools, superior or other, tenable for three years, and entitling a pupil to a free grant of text-books and to free education in one or other of the High Schools, in a Sydney Superior School, or in the Sydney Grammar School. When the bursar must necessarily board from home, an allowance not exceeding £30 a year will also be made. Bursars must be the children of parents whose income is under £3 a week, or of persons receiving over £3 a week, but whose income is not more than £30 per head of the family. The scholarship, like the bursary, is tenable for three years, and entitles a pupil to a free grant of text-books, and to free education in a Public High School. Ordinary pupils are admitted to High Schools from any school, public or private. The parent who desires a bursary for his child makes a written application on a prescribed form, stating his inability to pay for a High School education, and giving particulars of his occupation, income, number in family dependent on him; and the teacher certifies to the correctness of the statements. Thirty scholarships, tenable only at one or other of the Public High Schools, are annually available. Both bursaries and scholarships are fully taken up. The Head Master informed me that the lads work very well indeed, and show a fine spirit. In June last 28 went up for the Junior, and 26 passed; the average pass being just under six subjects out of a possible seven—a very good result, in my opinion. Medals were won for Arithmetic and Physics, and one lad was *proxime* for Geometry. Out of the 26 passes, 14 qualified for Matriculation, 3 boys taking Greek and 2 German. In November last, 3 passed the Senior. The lowest Form, III. A, contained 28 boys present. On inquiry I found that 2 were under 13 years, 10 under 14, 10 under 15, and 6 over. In the highest Form, the Sixth, the average age is about 16½ years. In addition to two masters who visit the school to impart instruction in Science and Shorthand, the permanent staff consists of seven, all graduates. The Head Master is a Master of Arts of Sydney University, and also a teacher trained under the Department. The salaries are £500, £400, £325, £300, £275, £250, £142. The Head Master is an earnest man, supported by well-qualified colleagues; and though my short visit does not enable me to speak with much confidence, it left an impression that the institution was capable of teaching many more pupils, and was not working up to its capacity as regards the number of pupils, having in view the quality of the staff, the excellent material organisation, and the large population within reach. The impression gains probability from the rivalry to which I have sufficiently referred above.

Sydney Public High School for Girls.

Enrolment, 172, including girls of all ages from twelve to twenty. The pupils must pass an entrance examination laid down in the Departmental Regulations, and conducted by the Department's officers, but they come from both Public and Private Schools. The work is on the lines and up to the standard of the Junior, Senior, and Matriculation Examinations of the Sydney University; but many of the girls do not go up for them. In June last 30 candidates were sent up for the Junior, and of these 29 passed. The Fairfax prize of £10, awarded to the girl who shows highest proficiency among the Junior candidates, was shared by two pupils of this school; and a third pupil was *proxime accessit* for the same prize. The silver medal for English fell to this school. As in the other High Schools, the staff is appointed by the Minister for Education, and is responsible to him. There are, in addition to the head mistress, four female assistants, two holding the academic distinction of M.A. and one of B.A.; also, two male assistants, both graduates. No member of the staff has gone through a course of training under the Department. The staff is completed by a sewing mistress, who instructs for two hours a week. The salaries range for the female members of the staff from £427 to £100; for the males they are £285 and £237 respectively. The course of instruction includes Latin (which, though optional, is taken by all the pupils), Mathematics to the standard of the Senior Examination with Honours; French, German (optional), English Language and Literature, Elocution, History, Physical Science, Drawing (freehand and perspective), Music, and Needlework. At the last Senior Examination the 5 girls sent up passed, and I was told that there are between 50 and 60 graduates and undergraduates who have matriculated from this school, which was opened in October, 1883. I formed the opinion that this school does the work well for which it is designed, supplying a gap in the State system of education between the Public School (primary) and the University, or fitting girls to enter upon the duties of life with a superior education not supplied to girls by any other institution receiving State aid. It does not appear to be appreciably affected by the rivalry of any Superior Public School in the city, and affords a good education for the children of persons of moderate means, who cannot afford the cost of an equal education at one or other of the numerous Private Schools for girls in Sydney.

A rather striking feature of the Public High Schools is their comparative small cost to the State; for example the total expenditure on all those schools in 1895 was £6,649, and the amount received in fees was £3,207, making the actual cost to the State £3,442, or at the rate of £5 14s. 2d. per head of the total enrolment.

PRIVATE SCHOOLS.

I have not statistics at hand, but, judging from the information given in the Sydney University Manual of the Public Examinations, it is evident that there are many schools in Sydney and spread over New South Wales, in which education, often of a superior kind, is given. I infer that this is the case in a much greater degree than obtains in our colony, due regard being had to population. In Sydney and its suburbs such schools are numerous, notwithstanding the competition of the very complete and efficient system of State Schools, Superior and High, and of the State-endowed Sydney Grammar School.

In concluding this part of my Report, I have a few general observations to make. The Superior Public School system, while it supplies a good English education, including the elements of Mathematics, does not formally aspire to supply more than the merest elements of Latin and French. In English and Mathematics the schools are able to qualify pupils to pass the Junior Examination of the Sydney University without departing from their programme, but they cannot do so in Latin and French without going far beyond the purpose for which they were designed and invading the province of the High School. That certain schools, mainly those in Sydney, have done this has, in my opinion, led to overlapping and competition. This competition has had some notable effects, among which I name the inevitable stimulus to effort on the part of teachers within and without the Department, promoting by force of example and worthy rivalry better teaching in the Private Schools, and a higher standard of education throughout the country and especially in the capital. On the other hand, the rivalry can hardly fail to bring with it an increase to the burden of the head teachers; for, first, they are stimulated to press their pupils up to Fifth Class standard, and form a class high enough to gain for their schools the honourable title of Superior; then they must justify the name by pushing on their pupils and sending them up for the Junior Examinations; and to do this they must give many extra hours daily and a part of Saturday, in addition to all the work of their school, teaching their own classes, organising, supervising, examining the classes of their subordinates, and instructing their pupil-teachers. To these add numerous negotiations and returns and reports about savings banks, non-attendance—for the system of education is compulsory, the collection and the transmission of school fees to the Treasury, and the bookkeeping connected therewith and with the exemption from paying fees in certain cases, from which duties the Queensland head teacher is happily exempt. On the top of this comes, it is said, an increasingly exacting standard of pass on the part of the University. The teachers seem to take the work in a philosophic way; but I know enough of the subject to entertain no doubt that pressure must be felt and must often be burdensome. Though I consider that an evil, there remains the unquestionable fact that the Department and the teachers as a body are doing splendid work, and the literary education of the children of the people as a whole is singularly well provided for. If it be an evil, I am far from ascribing it to any fault in the Departmental Regulations or the administration as a whole. The former makes no demand on teachers to give overtime to the work, and I am not aware that a teacher is censured if he does not send up candidates for the Junior. The matter originates, as I think, in the University Examinations themselves, in the publicity given to the results, the struggles of private school teachers to gain reputation for their schools, and the honourable ambition of public school teachers to keep up with the running or hold a front place in the race. To this may be added the presence in the service of a large number of well-trained young men, many of them graduates of the University, with low salaries and eager to secure notice and recognition from their officers as the most likely road to preferment in a field where the opportunities of early advancement are comparatively few. Thus, I suspect, out of the operation of motives that in every case are honourable to the individual, a system has arisen that bears somewhat heavily on the mass of the teachers. I should not presume publicly to criticise in this way did I not think that my opinions, be they right or wrong, should be expressed when dealing with a matter that undoubtedly bears on the subject of this Report.

In my attempt in the foregoing pages to give an explanation as to what the Superior Public School system of education is, and what it does, I have subordinated every consideration to a desire to be full, clear, and explicit; and in my wish to give information that can be relied on as authentic and beyond cavilling, I have preferred, at the risk of being tedious, to quote at length from official documents when they were available for my purpose.

II.

I come now to a more direct consideration of the question whether it is advisable and desirable to ingraft the New South Wales system of Superior Public Schools on the Queensland Primary School system.

The New South Wales Superior School system must be viewed under two aspects, to be well discriminated:—(1) The system as it is laid down in the official standards; and (2) the system as it is practically worked. Under the first aspect it affords, as I have shown above, a rather higher education than our more purely primary course: some substantial knowledge of Elementary Mathematics, and a trace of Latin and French not likely in my judgment to be of much value unless to the very few who may subsequently pursue their studies elsewhere. Under the second aspect it goes far beyond the official standard, and qualifies for the University.

I think it desirable that the children attending our schools should have an opportunity of going beyond the present primary course; and if I were constructing on paper for my amusement an ideal commonwealth, I believe I should have all education free and accessible to every child up to and including the University course. But it is necessary to regard the matter not from a theoretical but from a strictly practical standpoint, in the cold light of facts and circumstances. The majority of the people in any community must earn a living by manual labour, and to have a taste for labour and to be successful in it implies beginning early. The "professions," clerking, teaching, and occupations that have to do with the distribution rather than with the creation of wealth, can never absorb more than a small fraction of the population. It is unquestionably desirable and expedient that, as the State has undertaken public education, it shall provide it in such a form as will fairly equip the pupil when grown up to discharge with intelligence his duties as a citizen. It is not generally questioned that our system does this. Is the State called upon to do more? Let it be granted that a high literary education opens sources of pleasure unknown to the less cultured. Is it for the good of the State—that is, of the community as a whole—that the youth of a country should be tempted to waste what are from certain points of view the most valuable years of their lives in the pursuit of knowledge that leads to no practical result, and rather impedes than aids them in earning a living? Such seems to be the tendency of the New South Wales system as it is worked.

The question under discussion is not one that admits of a categorical answer. Opinions are much divided, and there are able exponents of opposite views. It is largely if not mainly a political question. In times past I held much firmer opinions than I do to-day on the desirableness and expediency of ingrafting secondary education on our Primary School system. Time and reflection, and especially the results of my observations in New South Wales, have tended to temper my confidence. The system there has gone beyond what it was designed to do. As the Minister said in his Report for 1884 (quoted above), it was to be "kept in view that the curriculum of a Public School should contain those subjects only of which parents desire their children to have some knowledge—English, Mathematics, and Science—and that foreign languages, modern and dead, not being desired by all, nor even by a majority of parents, should be studied elsewhere." But languages, both modern and dead, are now, in many of the Superior Public Schools, being studied to the standard of the University Matriculation Examination, not, I think, in obedience to a general call of parents, but through the zeal of ambitious teachers—all honour to them!—and the encouragement of the Department which must be understood. Education is a calling which, when a man's heart is in it and he finds willing pupils, takes possession of him, fires him with something of the ardour of a religious enthusiasm, and carries him without his will to the verge of a noble extravagance. I wish to make it clear, even if it is necessary to repeat myself, that, in my judgment, the linguistic studies (other than in English) to the limits as *prescribed* for the highest class in the Public Schools are not of much real value to boys and girls, and that the time spent on them might be better employed in the study of English Literature, Mathematics, and Science. These subjects afford an excellent field for the cultivation of the faculties of children, and open to them sources of much mental enjoyment throughout their lives, besides in the case of Mathematics giving them a knowledge of principles that underlie many mechanical arts. The foreign languages, when required for special callings, "should be studied elsewhere." I am not able to recommend the hampering of our course of instruction in State Schools with a requirement "not being desired by all nor even by a majority of parents."

To meet the case of brilliant children of poor parents, we have the system of scholarships admitting to free education at a Grammar School. In liberality as regards numbers, it goes far beyond the scholarship system of New South Wales; but there is much to be said for that colony's system of bursaries, whereby (as I have explained above) a few children of marked ability are allowed £30 a year when they must live from home and their parents cannot afford to pay for their board. There is perhaps no more valuable raw material in a country than the brains of its children, and when they are of exceptional quality they may be well worth special cultivation. But if they are not of exceptional quality, the State is not particularly interested whether they are highly cultivated or not. There is a practically unlimited quantity of commonplace material, which can afford the cost of its own cultivation. But I should be glad to see a system of bursaries on the lines adopted by New South Wales substituted in whole or part for the scheme of scholarships now in force with us, which gives free education at a Grammar School to children not in any way remarkable for natural ability or high attainments, many of them being the children of parents well able to pay. The bursaries should be few in number, be gained in open competition, be confined to the children of parents not able to pay for the education, and be granted only to boys and girls of great natural ability under 14 years.

I offer my opinion on a very debatable matter: That if the Education Act were so modified as to permit the teaching of Mathematics, an English Classic (to be fixed from time to time), and a special Science (*e.g.*, Chemistry, Physiology, Physics, Geology, Agriculture, Botany, &c.) at the option of the Head Master, together with Drawing some knowledge of which lies at the base of all constructive art, an improvement would be effected. The Act, if amended, should also permit the teaching of other subjects, when authorised by the Minister, to meet the case of Kindergarten work, Lessons in Cookery, and in Manual Training and other technical subjects that occasion might call for.

My inquiries in New South Wales were closely directed to the question how the Secondary Schools were affected by the Superior Public School system *as it is now being carried out;* and I have recorded the leading facts bearing on the point as I was able to learn them. I do not know how those facts and observations may strike others, but a strong impression almost amounting to conviction has been forced on me that the ingrafting of Grammar School work on our Primary School course would sooner or later involve the languishing and probable decay of the Queensland Grammar Schools in all towns except, perhaps, the capital. Is that end desired or desirable? We are not as New South Wales was when the Superior Public School was introduced. They had a free field, with only one State-aided Grammar School to be considered—I refer to the Sydney Grammar School. With us it is very different; we have ten Grammar Schools in operation, created by a Statute independent of the State Education Act, capable of being multiplied indefinitely, that have cost large sums of public money in their establishment, and that are receiving an annual endowment of £10,000 a year. These schools are now a part of our system of public education, and must be reckoned with. They are doing the work for which they were established—the proper work of Grammar Schools—imparting to many of their pupils an advanced education, and fitting students for the professions and for the University. The modification that I have suggested in the State Education Act would hardly affect them.

We are not quite so favourably placed as the mother colony in regard to teachers qualified to give instruction in languages other than English. Though some male teachers have an adequate knowledge of Latin for elementary work, the younger teachers as a body are not equipped equally well. I do not think that French is generally known to teachers of either sex, inasmuch as it never was prescribed as a subject for examination; and even Latin, at one time required, has for years past disappeared from the programme of study for pupil-teachers. In New South Wales both languages have at least for the last sixteen years been subjects of compulsory study. We have not the results of a Training College—viz., a large body of young teachers college-trained and graduates of a University as New South Wales has. No less than 143 students at the Training School for men at Fort street and the Training School for women at Hurlstone have taken degrees at the University of Sydney; and of that number 120 are at present teachers in the Department of Public Instruction.

The southern colony has worked on spacious lines with sumptuous supplies from the Treasury for all its educational needs. With us the desire for good primary education for the people has been tempered with economy. In order that the scope of the training system for teachers in New South Wales may be understood, I cannot resist the impulse to transcribe the following rather long quotation from the Minister's Report for 1891, which speaks for itself:—

"The ordinary Training College course is arranged to extend over two years. Provision is made for students in training to attend University lectures, and, as pointed out in last year's report, a few of the most satisfactory second year's students may be permitted to remain for a third year's course, and proceed to examination for the B.A. degree. A further step has now been decided upon, and it is intended to erect suitable Training College buildings on a portion of the University ground, and to establish the institution as 'A College within the University.' At present lectures and lessons are given in the theory and practice of pedagogy by professors of the highest qualifications for such work; and by making the Training School a College within the University, the students will have similar advantages in connection with the study of literary and scientific subjects. After leaving the Training College and University thus equipped for their work, the students will be employed for two or three years as assistants in large city and suburban schools before being themselves appointed to the sole charge of country schools. In view of the important character of the educational work required of our State School teachers, this comprehensive and complete course of education and training to qualify them for such work may be considered absolutely necessary. Moreover, by adopting the proposed arrangement, and establishing the Training Institution as 'A College within the Sydney University,' the following important advantages will probably be secured, namely:—The Training College will be conducted economically; the profession of teaching will be fostered by drawing to it young persons of the highest intelligence; public opinion will be moulded in favour of our Public School system; and the general education of the people will be made more thorough and complete."

As an illustration of the generous spirit of the New South Wales Legislature in dealing with educational wants, I give the following statistics from official sources:—In 1881 the expenditure *on school premises alone* was very nearly £103,000, in 1882 over £228,000, in 1883 over £391,000, in 1884 over £304,000, and so on diminishing irregularly, that for last year, 1895, under greatly reduced general expenditure, being over £104,000. A like generosity was shown in providing funds for the training of teachers, the cost of the Training Schools in Sydney (for males and females) ranging in pretty gradual decreases from over £10,000 in 1884 to £4,400 in 1895.

We in Queensland have worked on very different lines: Our Education Act provided for a sound elementary education, and has been interpreted as excluding everything beyond. For twenty years it has been in operation, and appears to have satisfied the country, unless the movement which calls forth this Report may be taken as an indication to the contrary. Our teachers have had no other training than the pupil-teacher's course, supplemented in many cases by private study, and it has fitted them to discharge with fair efficiency the moderate demands of the standards. There was no strong inducement to require from them a knowledge of any language but their own, no pressing call to equip them for instruction that, as time went on, there was a growing improbability that they would ever be called upon to impart. But if it is now the will of the people that a higher education shall be given in the primary schools, it can be given. There will be no difficulty, though there may be a little delay. There must, however, be increased expenditure to meet the training and instruction of teachers. No national system which does not train its teachers can be permanently satisfactory: it would not be fair to the native-born to fill the ranks with recruits from abroad.

The vast majority of our children leave school before they reach the Sixth (highest) Class, and for them our Act, though somewhat defective in certain particulars, makes fair provision; but I have long been of opinion that, when pupils remain long enough to have passed through the Fifth Class (corresponding to the Fourth Class in New South Wales), the intellectual pasture is scanty, and that they are not employed as profitably as they might be. The extensions suggested above in the field of instruction would remove my objections. I have little doubt that it would be a pleasure to teachers of small country schools, that are qualified, to give extra lessons, out of school hours, to the rare pupils wanting instruction in foreign languages living or dead; and, in my opinion, it would not be unreasonable that such instruction should be paid for by the pupil, the fee to be a perquisite of the teacher. The same would hold in towns where there is no public or private school in which those languages are taught, or where there is no other teacher available.

The scheme of which in this Report I have expressed approval could be adopted forthwith in Boys' Schools, and would not cost anything additional beyond the expense of text-books for use in school. If Mathematics, even in an elementary form, are to be taught to the girls as well as to the boys (and I am not at all opposed to that), some delay might occur before the system could be brought fully into operation in Girls' Schools.

I believe, among other proposals, it has been suggested to confine the introduction of higher education into the Primary Schools to places where there is no State Grammar School. I am averse to that. To concede *gratis* to the people of, say, Gympie advanced education which in Maryborough can only be bought for sixteen guineas a year per pupil, is neither equal nor equitable. The scheme would not work. The proposal to charge a higher fee for pupils doing higher subjects is attended by very grave objections: the disposal of the fees, the destruction of the uniformity of the present free system in Primary Schools, the opening of the door to irregularities of various kinds, the creation of class distinctions in a school, and others. I do not think it necessary to discuss that proposal at length. The charging of a special fee was tried in New South Wales, but, after a short trial, was abandoned in 1883 under circumstances which I have explained above; and in that colony the difficulties were even less than with us, as the payment of school fees is part of the system.

CONCLUSION.

I do not think it advisable and desirable to incorporate in "The State Education Act of 1875*" all the provisions of "The Public Instruction Act of* 1880*" of New South Wales relating to Superior Public Schools; but I consider it advisable and desirable to amend the Queensland Act so as to permit the teaching of Mathematics, Higher English, Science, and Drawing to the few children who reach the highest class, and to give power to the Governor in Council to add other subjects in the direction of Manual Training and Technical Instruction as occasion may arise.*

I have only to add that my intention has been to make as clear a statement of facts as possible, and to offer my opinions frankly; and I shall be gratified if the Report is found helpful to the Legislature in coming to a wise decision.

I have, &c.,
J. G. ANDERSON, M.A.

General Inspector's Office,
Department of Public Instruction, 6th October, 1896.

SIR,—In obedience to your instructions, I have the honour to submit to you the following Report upon the advisability and desirability of amending our Education Act, by embodying in it the provisions of the New South Wales Education Act of 1860 that relate to Superior Public Schools.

This is the first occasion, within my knowledge, on which the opinion of an officer of this Department has been asked regarding the suitability of our Education Act; and I have always regarded my duty as confined to questions concerning the administration of the Act as it stands, without feeling at liberty to criticise it or to suggest its amendment, although I have many times viewed with mixed feelings the freedom of criticism exercised upon it and upon education generally by persons of very varying degrees of claim to be heard on such subjects.

In trying to prepare myself to give an opinion worthy of the important question submitted to me, I have carefully perused the record of the debate in the Legislative Assembly that culminated in the resolution now under consideration, so as to ascertain not so much what was said for and against the proposed amendment of the Education Act, but what is really wanted by those who favour it. I have also brought to bear upon the subject the knowledge and experience of a lifetime spent in educational pursuits, during nearly twenty-four years of which period I have been a responsible officer of this Department, and for the last fourteen years its chief professional adviser. Moreover, and especially, I have freely laid under contribution the materials accumulated by the personal inquiry and research of the Under Secretary, which he has kindly placed at my disposal, in consideration of my lack of time and opportunity to make investigation on my own account; and I do not know that I could have added anything that would materially aid in the discussion of the subject, even with the fullest opportunity for further inquiry: all that material I shall regard as having been mentally appropriated by those who may read this Report.

The question, then, is: Is it advisable and desirable to increase the scope of our Education Act in the direction of the New South Wales Superior Schools? That question contains several other questions. Is it good to extend the Act at all in respect of the subjects to be taught? If so, why? What will it cost to do so, and who is to pay for it? What will be the benefit to the individuals taught? What the advantage to the State? Is the work set for the New South Wales Superior schools the thing to aim at? Is it of the right kind and in the proper quantity?

The voice of the general taxpayer is against increase of expenditure for public education in this country, judging from its utterance in the Parliamentary vote for the maintenance and extension of the present school system; and whatever may be the opinions and desires of individuals eager to procure at the general expense a higher education for their children, there is no doubt that the common sentiment will rule, to prevent those persons from obtaining from the public purse a peculiar benefit which the mass of the people will refuse to accord them, because the latter cannot enjoy it and see no need for it. If, then, an education is desired in our common schools of a standard higher than that which now obtains, and if it is to be at the general cost, there must be general agreement; and education higher than the common want the individual who desires it must pay for personally.

There is a sense, limited in its application, in which the good of the individual is the good of the State; and on this we base our scholarships and exhibitions, endeavouring to pick out by our examinations intellectually bright boys and girls. I should rather say we used to do so; for in regard to our Grammar School Scholarships the principle has been lost sight of for the last two years, and many of these prizes have been allotted to candidates so far down in the order of merit list as to indicate no particular intellectual brilliancy on their part, so that their further education at the expense of the State is of questionable benefit to the public, or even to themselves individually. The competition for these prizes, the reflex action from it, and the after absorption of the prize-winners into the community as workers, is a single complex benefit directly advantageous to the nation. How far the nation will go in expenditure of this kind is a matter of expediency, determined principally by the prosperity of the country and the trend of events. If, then, a certain number of State scholars and exhibitionists are worth paying for, would not the advantage be proportioned to the number so educated, even to the extent of the whole rising generation? I reply, by no means: there would occur a distinct loss by so doing, a loss capable of being weighed and measured. The State can absorb only a certain quantity of highly educated labour; and if it spends the years of its young people in the pursuit of higher education, there will be loss as these young people find themselves forced to fall into the ordinary avocations of life, where, for the most part and in the case of the majority, they will lose without effort what they acquired with pains.

In using the term "higher education" in sentences above, I have had in my mind chiefly Classics and Mathematics, or, more properly, Languages and Mathematics—Latin, Greek, French, German, Algebra, Geometry, and Trigonometry; along with these, Physics or some special Science or Sciences; and special study in English Literature. I do not feel that the inquiry now before me leads me to discuss these subjects as educative agents, or to compare them among themselves in this respect. In pursuing scholastic education beyond the range of our present school schedule, we seem to be forced along those paths, and the inquiry set me is whether we should travel that way a little distance, with the New South Wales Education Act regarding Superior Schools for our guide-book. There is no doubt whatever as to the advanced nature of the education provided by some of the New South Wales Superior Schools, and of the success of their pupils at the University Examinations; but most of the higher work done and of the success achieved appears to be the fruit of excessive effort on the part of the teachers working overtime, and does not seem to flow legitimately from the departmental programme. I deprecate strongly our following such a lead, even if we could. It is allowing the University and the ambition of teachers to take control of the schools. It is hardly fair, I think, to able teachers who may be quite conscientious and yet unwilling to go the pace. It is easy for me to recognise, appreciate, and praise the fine work turned out; but I cannot give my approval to the way it is gained. It cannot be good in the long run to proceed at the break-neck speed shown by the examination records, paced by young men in the flower of their mental and bodily vigour, who are thinking only of getting foremost; and results not altogether desirable are already manifest in a plethora of unemployed young people highly educated in subjects which they cannot turn to practical account.

Let me now examine in some detail what the New South Wales syllabus for Fifth Class (the equivalent of our Sixth Class) really is. That syllabus gives the work of the Superior Schools, regarding which it is now being asked whether it would be a good thing to take it into our programme of work for the pupils of our highest class. In the course of my examination of the instruction laid down for a New South Wales Fifth Class, I shall try to compare it with our course for a Sixth Class, and give my opinions on the subjects severally, so as to show what I should like our children to know before they leave that class—those of them who are kept long enough at school to take advantage of it to any useful purpose.

It will be borne in mind that the pupils are from 13 to 15 years of age. It will not pay the State to keep its children longer at the Primary School. We have to think, therefore, what is the best education for children of the age named, having regard to the whole community. Those who desire schooling over that age should seek it elsewhere than in the common school. Indeed, those children who are destined for the learned professions should not stay in the Sixth Class at all; they should go to the Grammar Schools, or wherever they may best begin the specialised work that leads to the University. It is to be noted also, in the foreground, that the work in the New South Wales Fifth Class, in the subjects of Reading, Grammar, Geography, History, and Natural Science, is the work prescribed for the University Junior Examination; and in three of these subjects, namely, Grammar, Geography, and History, the work for the Senior Examination may be taken. Now it is reasonable and fitting that the New South Wales people should utilise to the utmost their admirable University, and make their whole educational system bow towards it; but there does not seem to be any intrinsic reason for our doing so, particularly in our Primary Schools. Our Grammar Schools use the Sydney University as a convenient examining body; so do other schools in Queensland and elsewhere, taught by denominational or private effort; and in the absence of any other examination of their working that is perhaps the best thing they can do. A pass for the Junior of a certain standard gives Matriculation; and a certain standard of Senior pass carries with it Matriculation and some advantages in specialised University study. Moreover, a pass certificate for Junior or Senior, whether effective for Matriculation or not, is now of well-ascertained and recognised value as a sort of diploma indicating a certain degree of scholarship, easily valued by a perusal of the document. It is this last-mentioned Junior pass with which alone we have to do in the present inquiry, seeing that the course of study in the highest class of the New South Wales Public Schools—that a school is called a Superior School makes no difference—does not go high enough for a Matriculation pass; and so the inquiry is narrowed down to the question whether the pupils in our highest class should be taught on a programme constructed mainly on the lines of the Sydney University Junior Examination considerably below Matriculation standard, or whether they might perhaps more profitably be studying in other directions.

Take now the items of the New South Wales Fifth Class course one by one, and examine them somewhat closely, in comparison with the items of our own Sixth Class programme.

The *Reading* is that prescribed for Sydney Junior University Examination. Reference to the University Manual of Public Examinations shows the stated English subjects to be, for June, 1897, Shakespeare's "Midsummer Night's Dream," or Ford's "Perkin Warbeck"; and for June, 1898, Tennyson's "Gareth and Lynette." In my opinion, that specialised reading is not so beneficial to boys and girls of 13 to 15 years of age as are the general literary selections in such a book as Nelson's Royal Reader No. VI, which we prescribe for our Sixth Class. Children of that age are not sufficiently matured in mind, as a general rule, to derive full benefit from critical study, such as a whole year's devotion implies, to complete works like those named above. The strength and beauty, the delicacy and refinement, the complex humanity of thought and character in the works of such writers as Shakespeare and Tennyson, are beyond their powers; and although a short selected passage from such classics might be studied with advantage, I feel sure that there will be much wasted energy in the endeavour to make them absorb and assimilate a play of Shakespeare or an idyll of Tennyson. If it is considered to be more beneficial and more advanced—and of this I am not sure—to study English Literature at this stage from a complete work rather than from such literary extracts as are taken to make up a reading-book for the highest class in a Primary School, then I should give my voice for a book by an author demanding less intellectual maturity than those named.

Writing and *Dictation* show no requirements ahead of our programme.

In *Arithmetic* the whole subject is covered, together with mensuration of regular surfaces and solids. Our programme is equally broad in this subject.

Grammar is not in advance of the standard of general knowledge of the subject that we expect from Sixth Class pupils. I do not know that we should gain by choosing Morris' Grammar as our text-book rather than another; and unless where the questions depend on that book or on the literature mentioned under "Reading," I should expect our good Sixth Class pupils to take the Sydney Junior Grammar paper without difficulty.

The specified *Geography* is all covered in our programme, either in Sixth Class or in classes below.

The *History* prescribed is far beyond our range. It includes British History in outline from 1399 to date, both for June, 1897, and for June, 1898, together with a special period for fuller study—namely, the reign of Elizabeth for 1897, and the History of England from 1603 to 1660 for 1898. Our history study for Sixth Class is comprised in some 20 pages of outlines of British History, contained in the reading book, continued from similar outlines prescribed for classes below, and covering the period from 1714 to the present time. I am not ignorant of the broadening, elevating, ennobling, informing, educating influence of the study of History on the human character; but I am not by any means sure that children of the age now in question are capable of effectively studying History as laid down fo alone the Senior, which latter may also be taken in the New South Wales Fifth Class; a examiners do not speak highly of the intelligence and grasp of the examinees in this s to a very large extent subjects like Literature, Geography, and History can be read up given the power of easily and intelligently exercising the art of reading. The cl subjects will pick them up voluntarily; and the child who does not care for them wi If they are forced on the children they will be forgotten nearly as soon as learned. I to me to be very questionable economy to spend the last terms of Primary School life pupil so large a quantity of subjects that the pupil can acquire at his leisure afterwa do so, remembering that a very general knowledge of either Geography or History suffices for the ordinary work of life. *When a man wants exact and special knowledge of either for a particular purpose he turns up the book.* If, then, we are to increase our Sixth Class programme, I am not in favour of following the New South Wales programme in this direction.

The next subject in order on the programme is *Natural Science*, under which head the prescribed work is Physics and Physiology, or one of the science subjects set for University Examinations, alternated with Cookery for Girls. Any Natural Science that there is in our programme is set under the head of "Object Lessons." At present our course of instruction under this head is under revision, and it is intended to leave in the Physics and Mechanics from Grieve's book, giving as an alternative lessons in Agriculture or Geology, the girls taking Domestic Economy, and both boys and girls having lessons on First Aid in Accidents. If it is deemed wise to alter the Education Act so as to admit a more advanced programme, it would be a good thing to insert Natural Science among the subjects to be taught. We should then be able to systematise Science teaching and lead up through the Fourth and Fifth Classes to a respectable standard for Sixth Class, approximating to the New South Wales standard, instead of pottering with the subject in a nondescript way under "Object Lessons." Such a change would have my hearty approval. Our object lessons at present are a sort of waste commonage into which we dump a variety of matters that we cannot do without, and are prevented from putting elsewhere by the limitations of the Act.

Coming now to *Geometry*, I find two books of Euclid prescribed, with easy exercises; and in *Algebra*, thirteen chapters of Hamblin Smith's text-book. Note that the quantity traversed in these subjects will not pass the Sydney Junior, which requires three books of Euclid and a much higher range in Algebra. We have no permission from the Act to enter Mathematics in our school course. I think that is a great pity, and I should be glad to see the disability removed. The educative influence of the study of Mathematics needs only to be mentioned to be admitted; and the utility of Science and Mathematics together in the solution of many common problems of daily life, in the field, the workshop, and the office, is beyond question.

The scraps of *Latin* and *French* set down do not seem to me to be worth entering on our scheme. In themselves they have no educative value. They are far below the standard for a Sydney Junior pass. If the boy is to stop his Latin and the girl her French where the New South Wales Public School course leaves them, they are no better for the modicum given; and if the set amount is intended to be added to in a higher school, these languages may as well be begun in that higher school, and free the Primary School and its teacher from what will cumber the time-table without a distinct general gain.

The *Needlework* programme is not better or more advanced than our own.

In *Drill* we are well forward, on military lines, with a prospect of further advance; and the New South Wales programme is not ahead of our own.

The same is true of *Drawing:* late as we were in beginning this subject, which should have a place in the Act among the subjects to be taught in our schools, we are getting on, with hopeful prospects and a good programme to work to.

Music also is sufficiently advanced in our programme, and the subject would gain nothing by our introduction of the New South Wales provisions.

Scripture has always been taught in the New South Wales schools. It is not on our programme at all, because it is not in the Act: why it is not in the Act I do not know; and, however much some people would like to see it introduced into our schools, it does not appear to be wanted by those who are in favour of the amendment of our Education Act by embodying in it the provisions of the New South Wales Act regarding Superior State Schools.

Summing up, then, the only work prescribed in the Course of Instruction for New South Wales Public Schools (including the Superior Schools) that is of higher range than our Primary School course, is under the heads of History, Science, Geometry, Algebra, Latin, and French, and perhaps English Literature. I have expressed myself on what is, as it very well may be, from its complex bearings, very debatable ground, in favour of rejecting any more History or Literature than is now set down in our programme, excluding Latin and French, and including as far as we can reach in Science and Mathematics.

To do so, we should have to modify and arrange our course from class to class, from the bottom up; and I see no insuperable difficulty in the way, from a schoolmaster's point of view.

Our teachers, for the most part, have had no training other than the pupil-teacher's course and the routine of our schools; and there has hitherto been no need to train them more highly for the work to be done. It cannot be asserted that they have failed to do the work required of them because of want of scholarship or schoolmastership; and no inspector has ever said so. Moreover, many of them, by private reading, have acquired a superior education that has enabled them to pass our examination for admission into Class II., and will stand them in as good stead professionally as if they had taken a University degree. At this moment, so far as I know, there is no male teacher in a place where he would be called on to teach the Science and Mathematics laid down for a New South Wales Fifth Class, that is to say, in charge of a school with a Sixth Class, who would not be able to undertake the work. With the female teachers it is different. We should need to wait till they had worked up their Mathematics, which hitherto they have not been called on to study or to teach, and till they had specialised their Science reading to meet the requirements.

It is a different matter entirely if we are to look for the mass of overtime work for which many New South Wales teachers feel obliged to lay themselves out, far ahead of their Department's stated requirements, in pursuit of University Examinations and the distinction and praise gained by that
me . I [illegible] will not be got by merely amending our Act to include the
per- [illegible] uperior Schools. I do not think teachers should be
[illegible] ial programme: indeed, I would go farther and say
[illegible] the next place, they could not do it. To enable them
[illegible] for college training and university education;
[illegible] of public instruction in our Primary Schools
[illegible] itical consideration of expense, the matter
[illegible] bare sufficiency in respect of salaries and

inadequate in respect of buildings, may go on at present parsimonious rates if no more can be spared to us; at any rate, it need not be added to on account of those items of the New South Wales programme which, in my opinion, it might be advantageous to introduce into our programme; but it will need to be substantially increased if we are to take up the programme to which many of the New South Wales schools actually work, in advance of the formal demands of their Department.

In the debate in the Legislative Assembly regarding the question discussed in this Report, a degree of prominence was given to the way in which, or the extent to which, our existing Grammar Schools would be affected by the adoption into our system of the New South Wales programme of work for their Superior Schools. On this point I desire to remark that, if we adopt only so much of that programme as I have said above seems to me to be desirable, the effect on the Grammar Schools would be inappreciable; but if, in some way or other, we get our schools to work to the standards of the Sydney University Examinations—Junior, Senior, and Matriculation—our Grammar Schools would inevitably sicken, die, and vanish. There would no longer be any reason for their existence. Their work would be done in our schools, which could not then be appropriately termed Primary Schools. Except for the select few who would use them for other than purely scholastic reasons, they would not get support: it is not likely that ordinary people would pay the high fees they charge while the same quality of schooling was obtainable at the common schools for nothing but their share of the general taxation for public instruction, with perhaps the addition of a small fee as it might be found necessary to arrange.

I have abstained from dwelling on side-issues concerning which much might be said, and have endeavoured to so express myself that in the determination of the main question set before me there may be no doubt as to my opinion.

I have, &c.,

D. EWART.

The Hon. the Secretary for Public Instruction.

APPENDIX D.

ANNUAL EXAMINATION OF TEACHERS AND OTHERS, 1896.

GEOGRAPHY.

15th December—9·30 *to* 12·30.

*** Sketch maps must be drawn on as large a scale as the foolscap page will admit.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

50 1. As a specimen of penmanship, write in small-hand the following lines:—

> "*Of all the causes which conspire to blind*
> *Man's erring judgment, and misguide the mind,*
> *What the weak head with strongest bias rules,*
> *Is pride, the never failing vice of fools.*"

30 2. Draw a sketch map of Australia, showing the principal mountain ranges, and naming them.

15 3. Name the inlets, capes, and straits to be found along the northern shores of the Mediterranean Sea.

15 4. Where are the following:—Behring Strait, Strait of La Perouse, Palk Strait, Strait of Babelmandeb, the Pamir, Anatolia, the Deccan, Hindu Kush, Kyber Pass, Gobi, Aden, Kurrachee, Singapore, and Hué?

20 5. Name the lakes connected with the systems of the Nile, Congo, Shari, and Zambesi. Give the source, course, tributaries, and outlet of the Zambesi.

20 6. Name the countries, chief seaports, principal inlets, and capes on the western coast of South America.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

50 1. As a specimen of transcription for the third half-year of a first class, write the following lines:—

> "*Unhappy wit, like most mistaken things,*
> *Atones not for the envy which it brings.*"

30 2. Draw a map of Ireland, showing its provinces, islands, and seaports.

15 3. Set down methodically what you know respecting the area, people, exports, and chief towns of India.

20 4. Name the British Possessions in Central America and the West Indies, and give a concise account of any *one* of the following islands:—Jamaica, Trinidad, Barbados.

15 5. Where are the following, and for what are they noted:—Kimberley, Port Nolloth, Constantia, Vryburg, Buluwayo, D'Urban, Cape Agulhas, Great Karroo, Transvaal, Griqualand?

20 6. Give a concise account of the physical features of the Dominion of Canada.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

50 1. As specimens of copy-setting, write in large-hand the word "*Tanganyika*," in small-hand "*Precession of the Equinoxes*," and in plain print the word "*Phyllotaxis*."

15 2. Give proofs of the earth's rotundity from—(1) Horizon observations; and (2) the experiences of surveyors and engineers.

20 3. Describe the apparatus required to illustrate the recurrence of day and night, and explain its use and arrangement.

20 4. What are the conditions necessary for the great change from the short days of June to the long days of December, and for the days and nights of equal length in March and September, in high southerly latitudes?

20 5. What is meant by "Equation of Time"? Why does this difference occur? How is it stated in an almanac?

25 6. Name the permanent winds, and explain how they are caused and maintained.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

1. How may the weight of the atmosphere be exactly measured on any given area? Describe the apparatus required. 18

2. How do the monsoons of Southern Asia differ from the monsoons of the East India Islands? Explain how these differences are caused. 12

3. Make a chart of an anti-cyclone for the Southern hemisphere, and write explanatory notes on it. 20

4. What are the denuding forces that act upon mountain ranges, and what changes do they bring about? 20

5. State what is known concerning the depths of the Pacific and Indian Oceans. 15

6. What reasons can you give for the universal distribution of the Scandinavian flora? 15

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Explain—Aphelion, perigee, civil day, bissextile, anomalistic year, thermal equator, priming of tide, nutation, precession of the equinoxes, and revolution of the line of apsides. 10

2. Name the causes which favour the dispersal of plant forms, and state how these agencies work. 10

3. How do you account for the marked differences which exist between the fauna of Australia and that of South-eastern Asia? 6

4. Show on a sketch map the principal currents of the Pacific Ocean. 15

5. How do we know that the planet Mars rotates on its axis? Name the planets whose rates of rotation agree fairly with that of the earth. 6

6. Name the planets which are attended by satellites, and set down what you know respecting the number and movements of these attendant bodies. 12

7. How do you account for eclipses of the sun being total, partial, or annular? 9

8. How may the distance of the sun from the earth be determined? 10

9. Comment on the cause and duration of twilight. 12

10. How are the parallels on Mercator's map drawn? 10

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Explain how the parallels and meridians on a map are drawn. 10

2. What are the effects of glacier movements? What are the evidences of past glacial action? 8

3. Explain why isothermal lines on a map of Canada do not coincide with parallels of latitude. 8

4. Mention three places in the British Empire where tides are notably subject to variations due to other than astronomical causes. State briefly in each case what are the causes of the variation. 6

5. Give a brief sketch of the physical geography of the French Possessions in Asia. 10

6. In tabular form, show the position, ports, and exports of the island groups known collectively as Polynesia. 10

7. Draw a map of Africa to illustrate the political geography of that continent. 20

8. How do you account for the present unfriendly attitude of Venezuela towards Great Britain? 8

9. A sum of three millions has been set apart by the British Government to construct a railway from Mombasa to the Victoria Nyanza. What commercial and political advantages does England hope to reap from this outlay? 10

10. The acceptance of a tender for a fast steamship service between England and Canada completes the *through British* home route. Comment on this statement. 10

ARITHMETIC.

15th December—2 to 5.

⁂ Set down the working of the sums so that the process by which each answer is obtained may be seen.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

25 1. When a certain number is divided by 1890 the quotient is 365, and the remainder is 52. Find the number.

35 2. A farmer sells 24 sheep at £1 9s. 2d. each, and 20 at £1 12s. 6d. each. How many can he buy with the proceeds at £1 13s. 9d. each?

35 3. If a penny weighs the third of an ounce, find the weight in tons, &c., of a sum of £30,800 in pennies.

30 4. Find the value of—

$$\frac{3\frac{1}{2} - 2\frac{1}{6}}{\frac{1}{4} \text{ of } (\frac{1}{3} + \frac{1}{7})} \div 15\frac{5}{8}.$$

25 5. [For Males only.] If the 3 lb. loaf cost 7d. when wheat is 52s. 6d. per quarter; what is the price of wheat per quarter when 5½d. is charged for the 2 lb. loaf?

25 5. [For Females only.] Make out the following bill:—6 pairs of stockings @ 1s. 3¼d. per pair; 50 needles @ 13½d. per score; 108 buttons @ 6½d. per dozen; 7¼ yds. of silk @ 5s. 2d. per yd.; and 6 yds. of muslin @ 10s. 6d. per dozen yds.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

35 1. What is the smallest sum of money which will exactly contain each of the following sums:—4s. 2d., 6s. 4d., 11s. 11d., and 17s. 5d.?

40 2. Find the value of—

$$\left(\frac{2\frac{1}{4} - \frac{2}{3} \text{ of } 1\frac{5}{8}}{\frac{1}{5} \text{ of } 3\frac{1}{3} + \frac{13}{36}} + \frac{1}{2\frac{1}{2}}\right) \div \frac{5\frac{1}{4}}{8\frac{3}{4}}.$$

30 3. If the 4d. loaf weigh 24 oz. when wheat is 50s. a quarter, what is the price of wheat when the 6d. loaf weighs 30 oz.?

25 4. Find by Practice the cost of 2 fur. 7 pls. 1½ yds. of fencing at £29 6s. 8d. per mile.

20 5. [For Males only.] Find the value of $\frac{\cdot 56}{\cdot 5\dot{6}}$ of 4 tons 6 cwt. 58 lbs., and reduce the result to the decimal of a ton.

20 5. [For Females only.] Make out the following bill:—97 articles @ 7½d. each, 492 tops @ ¼d. each, 500 balls @ 2s. a dozen, 92 knives at 1s. 6d. each, 800 whips @ 9d. for 25, and 352 guns @ 1s. for 3.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

30 1. By selling a carriage for £29 18s. 9d. a man lost one-sixth of what it cost him. How much would he have lost or gained by selling it for £36?

25 2. If 7 oxen eat 30 tons of hay in a month of four weeks, how long will it take 49 sheep to eat 35 tons, an ox consuming three times as much as a sheep?

15 3. Reduce $\frac{2\frac{1}{3} \text{ of } 1\frac{2}{5} + 1\frac{1}{6}}{1\frac{1}{7} - \frac{2}{3}}$ of 1s. to the fraction of 9s. 2d.

35 4. [For Males only.] What is the price of 5½ per cent. stock when a man by investing £2,353 in it obtains an income of £95 6s. 8d.?

45 5. [For Males only.] A man sold a field for £280 10s., and by so doing lost 6½ per cent. on what it cost him. Find what per cent. he would have gained had he sold it for £306.

40 4. [For Females only.] Reduce $\frac{2\cdot4\dot{6} - 2\cdot\dot{3}\dot{0}}{\cdot\dot{3} + \cdot1\dot{2}\dot{7}} + \frac{4\frac{1}{3}}{19}$ to a vulgar fraction.

40 5. [For Females only.] What sum will amount to £124 13s. 4d. in 7½ years at 5 per cent., simple interest?

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

25 1. Reduce $2\cdot\dot{6}$ of $£\cdot87708\dot{3}$ to the decimal of half-a-sovereign.

30 2. Find the discount on £326 5s. 2d. for 11 months at 4½ per cent.

Maximum Marks.

3. A quantity of tea is sold at 4s. 7d. per lb., with a profit of 10 per cent., and a total gain of £2 1s. 8d. Find how many lbs. of tea were sold. 35

4. [For Males only.] Determine the side of a square garden that cost £57 15s. 2⅝d. for trenching at 2¾d. per square yard. 30

5. [For Males only.] Find the diameter of a circle described round a triangle having the following sides:—136, 125, 99. 30

4. [For Females only.] Simplify— 30

$$\frac{11\frac{2}{3} \div 2\frac{5}{6} \text{ of } 1\frac{29}{35}}{5\frac{1}{7} \text{ of } 3\frac{3}{4} \div 2\frac{4}{15}} \div \frac{1\frac{3}{25}}{1\frac{47}{48} \times 1\frac{11}{15}}.$$

5. [For Females only.] If 5 men can do as much as 8 boys in a day, how many days will it take 32 boys to finish a piece of work a quarter of which was done by 15 men in 16 days? 30

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. A and B can do a piece of work in 2⅓ days, which A and C can do in 2⅔ days, and B and C in 2⅘ days. In what time would they do it working together? 20

2. A bill for £603, drawn October 4 at 4 months, is discounted November 26 at 2½ per cent. per annum. Find the true discount, allowing the usual three days grace. 20

3. What is the principal which, put out at compound interest for 2 years at 5 per cent., would amount to £55 2s. 6d.? 25

4. A grocer buys some tea at 4s. a pound, and some at 5s. 6d.; in what proportion must he mix them so that when he sells the tea at 6s. per pound he may gain 20 per cent.? 25

5. If the 6d. loaf weigh 4·35 lbs. when wheat is at 5·75s. per bushel, what weight of bread, when wheat is at 18·4s. per bushel, ought to be purchased for 18·13s.? 15

6. [For Males only.] ABCD is a trapezoid. The distance of the parallel sides AB and CD is 3 feet; AB=10 feet, DC=6 feet. Let AD and BC produced meet at O. Find the perpendicular distance of O from DC. 18

7. [For Males only.] Find the volume of a sphere when its surface is equal to that of a circle 9 feet in diameter. 12

8. [For Males only.] Find the volume of a coal waggon, the depth of which is 47 inches; the top and the bottom are rectangles, the corresponding dimensions of which are 81 inches by 54 inches, and 42 inches by 30 inches. 15

6. [For Females only.] The sides of a triangle are in the proportion of 5, 12, and 13, and the perimeter is 50 yards. Find the area. 15

7. [For Females only.] The side of a square is 18 feet. A circle is described round the square. Find the area between the circle and the square. 15

8. [For Females only.] A cistern is 13 feet 6 inches long by 9 feet 9 inches wide. Find through how many inches the surface will sink if 260 gallons of water are drawn off. [*A cubic foot=6¼ gallons.*] 15

For Admission as Teacher of the Second Class.

(Males.)

(Three hours allowed.)

[Note.—G = 32 in these examples; and a cubic foot of water = 62½ lbs.]

1. A town is supplied with water from a reservoir, the surface of the water in which is at a height of 1,000 feet above the level of the sea. A tap in one of the houses in the town has an area of 4 square inches, and is at a height of 980 feet. Find the pressure of the water on the tap. 10

2. A piece of lead of s.g. 11·35 weighing 567·5 grains is placed on the top of a floating block, whose weight is 100 grains, so as to submerge both. The weight of both in water is 217·5 grains. Find the s.g. of the block. 14

3. Define "momentum" and "kinetic energy." Find the momentum and kinetic energy per cubic foot in the case of a stream flowing 2 miles an hour. Express in foot-pounds. 14

4. Taking for granted the formula, $v^2 = V^2 + 2\,gs.$, explain the meaning of each letter in it. A body in falling describes in the last second of its motion five times the space described in the second second. How long has it been falling, and what is the total space described? 16

5. Define the terms—Initial velocity, uniform velocity, and variable velocity. A body moving from rest is observed to pass over 104 feet and 120 feet in 2 consecutive seconds. Find its acceleration, and its time from rest. 16

Maximum Marks.

12 6. Which system of pulleys do you consider the most advantageous? Illustrate your answer by finding the power required to raise a weight of 4 cwt. when four pulleys are arranged in each of the three systems.

18 7. What is meant by the c.g. of a body? Weights of 5, 6, 9, 7 lbs., respectively, are hung from the corners of a horizontal square 27 inches in the side. Find, by taking moments about two adjacent edges of the square, at what point a single force must be applied to the square, to balance the effect of the forces at the corners.

18 8. Three tacks are fixed in a vertical wall, and form an isosceles right-angled triangle ABC, in which AC=BC and AB is horizontal. A string is passed over the tacks AB and under C. At its extremities two equal weights of 20lbs. are suspended. Find the magnitude and direction of the pressure on C.

16 9. What is meant by the term "Parallelogram of Forces"? Three cords of equal length are attached to a small iron ring. Two boys at a distance from each other equal to the length of each cord pull at the ends of two cords with forces equal to 50lbs. and 60lbs. respectively. What force must a third boy exert on the other cord so that the ring may be in equilibrium?

16 10. Show how to find the true weight of a body by means of a false balance. If a body weigh 32lbs. when suspended from one end of a balance and 50lbs. when hung at the other end, calculate its true weight and the ratio between the arms of the balance.

For Admission as Teacher of the Second Class. (Females.)

(Three hours allowed.)

12 1. Divide two fields, one of 6 acres 3 poles 13 square yards, and the other of 4 acres 37 poles 27 yards, between A, B, and C, so that A's number of roods = B's number of poles = C's number of yards.

18 2. If 32 men of ordinary ability can do a piece of work in ·054 of the time in which A could do it, how many men of ordinary ability could do it in $\cdot 05\dot{3}$ of the time in which B could do it, supposing A can do in 8⅓ days 1·6875 as much work as B can do in 8 days?

15 3. A's income = $\dfrac{\cdot 6 \text{ of } \cdot 8\dot{3}}{3\cdot 5}$ of B's income.—

(a) Compare their incomes.

(b) If A after spending £645 per annum find that he has exceeded his income by ·075 of it, find B's income:

24 4. A sum of money put out at compound interest amounts in 2 years to £1,760 8s. 4d., and in 3 years to £1,830 16s. 8d. Find the rate of interest, and the original sum.

20 5. A cwt. of sugar, when sold at a gain of 5 per cent., yields 2s. 3½d. more than when sold at a loss of 6 per cent. Find the original cost.

12 6. The true discount on a certain sum, due 2¼ years hence at 3 per cent. per annum, is £17 14s. 6d. What is the sum?

15 7. The diagonals of a rhombus are 88 and 234 feet respectively. Find its area, its side, and its height.

18 8. A circle of 10 inches radius is divided into three spaces of equal area by two concentric circles. Find the radii of these circles.

16 9. A ditch is 4 feet deep, 5 feet broad at the top, and 4 feet broad at the bottom. Find the length of the ditch to the nearest foot, if it will hold 10,000 gallons of water. [*A cubic foot=6¼ gals. of water.*]

ENGLISH GRAMMAR AND COMPOSITION.

16th December—9·30 *to* 12·30.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

16 1. From what parts of speech have abstract nouns been derived? Give three examples of each.

22 2. (a) How is the comparative degree of adjectives formed?

(b) When should you use the comparative, and when the superlative degree?

22 3. Define the terms—*Voice, mood,* and *tense,* as applied to verbs. When is a verb said to be in the *passive voice?*

Maximum Marks.

4. Construct five sentences, each sentence to contain *one* of the following words:—Conspicuous, fortitude, admiration, vacant, retribution. 30

5. Analyse the following sentences in the tabular form:— 30

(a) I should *be* delighted to talk over these matters
more at *leisure.*

(b) Still in *thy* right hand carry gentle peace
To silence envious tongues.

(c) *Wouldst* thou give *up* all chance of fame
To win a smile from her dark eyes?

(d) We see *but* half the causes of our deeds,
Seeking them *wholly* in our *outer* life.

6. Parse the italicised words in the above sentences. 30

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. *Hast* thou not *marked*, when o'er *thy* startled head
Sudden and *deep* the *thunder-peal* has rolled,
How, when *its echoes* fell, a silence *dead*
Sunk on the wood, the meadow, and the *wold?*

(a) Analyse the above. 30

(b) Parse the italicised words fully. 30

2. Define *relative, distributive,* and *reflective* pronouns. Give as many examples of each as you can. 20

3. Give the *past tense* and *past participle* of—Beg, sing, catch, go, do, rid, swell, lie. 16

4. Alive, offend, analogy, differ, forget, uproar, diameter, sedition, sympathy, correct. Say to what language the prefixes in these words belong, and give the meaning of each. 24

5. Correct the following sentences, and give reasons for the corrections you make:— 30

(a) Don't blame it on me.

(b) Neither of the three will do.

(c) Who are you speaking to?

(d) Let you and I take a walk.

(e) I differ with you.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. You *have done that* you should be *sorry for.*
There is no terror, *Cassius,* in your threats;
For I am armed so *strong* in honesty
That they pass by me as the idle winds
Which I respect not.

(a) Analyse the above. 30

(b) Parse the italicised words. 30

2. Define *qualitative, quantitative,* and *demonstrative* adjectives; and give lists, as fully as you can, of the adjectives belonging to each class. 12

3. How do you determine whether a given word is an adverb, preposition, or conjunction? Show by examples that the same word may be any of these parts of speech. 24

4. Give the derivation of—Accident, college, signal, primrose, survey, barber, despise, diary. 24

5. Make any changes you think necessary in the following sentences, and say why you make them:— 30

(a) How did you like the shaving of the barber?

(b) She parts her hair in the centre.

(c) We may be taught to mend what is erroneous.

(d) We are awfully glad to see you.

(e) This subject is still on the tapis.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Give some rules relating to the position of the adverb in a sentence, and show how the meaning of a sentence is altered by a change of its position, using the adverb '*only.*' 25

2. What are the principal relations indicated by prepositions? Give examples. 15

3. What do you understand by a *finite* verb? How does it differ from the *infinitive?* State and illustrate the various uses to which the latter may be put. 25

4. Give the derivation of—Base, paragraph, elastic, apothecary, story, tyrant, phrase, apostrophe. 25

Maximum Marks.

5. *Needs* must I like it well: I weep for joy
To stand upon my kingdom *once* again.
Dear earth, I *do salute* thee with my hand,
Though rebels *wound* thee with their horses' hoofs:
As a long-parted mother with her child
Plays fondly with her tears and smiles in meeting,
So, weeping, smiling, greet I thee, my earth,
And do *thee favour* with my royal hands.

30 (*a*) Analyse the above.
30 (*b*) Parse the italicised words.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Men are *but* children of a larger growth;
Our appetites *as* apt to change *as theirs*,
And *full* as craving too, and full as vain;
And *yet* the soul *shut* up in her dark room,
Viewing *so clear* abroad, at home sees nothing;
But, *like* a mole in earth, busy and blind,
Works all her folly up, and casts it outward
To the world's open view.

20 (*a*) Analyse the above passage.
20 (*b*) Paraphrase it.
20 (*c*) Parse the italicised words.

10 2. When do we use the subjunctive mood, and what shades of meaning are expressed by it?

12 3. What is the primary meaning of the prepositions *by* and *for*, and of the conjunction *but?* Make sentences in which *but* is—(*a*) A conjunction, (*b*) a preposition, and (*c*) an adverb.

10 4. Explain and illustrate the following figures of speech:—Simile, metaphor, pleonasm.

15 5. Write notes of a lesson for a fifth class on the *adjective clause.*

10 6. Define, as fully as you can, the five periods into which the historical development of the English language has been divided.

18 7. Give the derivation of the following words:—Pity, idea, candle, scissors, spiral, beast, suicide, choir, type, cruelty.

15 8. Correct or justify:—

He stooped down to pick up a stone.
They were surrounded on all sides.
He is an old veteran.
They lived near a damp marsh.
It is me.
Do you see those black and white horses?
When are you going to start?
I stood on the bridge at midnight,
As the clocks were striking the hour.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. He would be crown'd:
How that might change his nature, there's the question.
It is the bright day that brings forth the adder;
And that craves wary walking. Crown him?—that;—
And then, I grant, we put a sting in him,
That at his will he may do danger with.
The abuse of greatness is, when it disjoins
Remorse from power: and, to speak truth of Cæsar,
I have not known when his affections sway'd
More than his reason. But 'tis a common proof,
That lowliness is young ambitition's ladder,
Whereto the climber-upward turns his face;
But when he once attains the upmost round,
He then unto the ladder turns his back,
Looks in the clouds, scorning the base degrees
By which he did ascend: so Cæsar may;
Then, lest he may, prevent.

20 Paraphrase the above passage.

12 2. Whence did Shakespeare draw the materials for this play? To what extent did he use them; and what other plays were drawn from the same source?

15 3. What means did Antony adopt to turn the tide of popular feeling against Brutus? Give short extracts from the play in support of your answer.

10 4. Give examples of Shakespeare's peculiarities in the use of the following parts of speech:—Adjective, verb, adverb, preposition.

21 5. Under the following headings briefly criticise "Westward Ho!":—
(*a*) Incident.
(*b*) Characters.
(*c*) Description.

Maximum Marks.

6. As a contribution to historical literature state briefly what, in your opinion, are— 18
(*a*) Its merits.
(*b*) Its defects.

7. Briefly explain as to a sixth class the following expressions:— 16
"And tempt the *rheumy* and *unpurged* air."
"*But me no buts!*" or depart as *recreant.*"
"*Cry 'Havoc,'* and let slip the dogs of war."
"*Black assizes.*"
"You must *conceit* me."
"How wast thou *bay'd, brave hart?*"

8. By whom were the following expressions used? Describe in detail the character of any *one* of the speakers:— 18
(*a*) "The dog goes after the sheep and not afore."
(*b*) "I had rather be a dog, and bay the moon."
(*c*) "Dwell I but in the suburbs
Of your good pleasure?"
(*d*) "Thou art a Manichee."
(*e*) "When beggars die, there are no comets seen."
(*f*) "Fight a croaker? Fight a frog, an owl! I fight those that dare fight, sir!"
(*g*) "Be factious for redress of all these griefs."
(*h*) "You may be right by logic; but sharks aren't logic."

9. Write an essay on *one* of the following topics:— 20
(*a*) Newspapers.
(*b*) Cheap publications.
(*c*) The historical novel.

HISTORY.

16*th December*—2 *to* 5.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

1. What parts of the Australian coast were visited by the following navigators:—Jans Edels, La Perouse, Peter Nuyts, Dampier, Bougainville, Pelsart? Give dates. 18

2. Give the date of the foundation of each of the Australian Colonies, including Tasmania. 10

3. Name the overland explorers of Queensland. Show the route travelled by each, and give the date. Give a brief account of any *one* of them. 14

4. Give some particulars respecting each of the following events:—The discovery of gold in Australia; the introduction of merino sheep; the separation of Queensland from New South Wales; free education established in Queensland. 18

5. What do you know of Captain Arthur Phillip, Governor Bligh, Robert O'Hara Burke? 15

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. What do you understand by the expressions "Social Institutions" and "Civil Institutions"? Illustrate your answer by reference to the condition of the Early Britons. 12

2. Contrast in as many points as you can the Saxon and the Roman invasions of England. 16

3. Who were—The Venerable Bede, Dunstan, Canute, Macduff, Tostig, Harold Hardrada, Edgar Atheling, Earl Godwin? 16

4. Give, with dates, some particulars of the three great Danish invasions of England. 15

5. Describe the constitution and powers of the Witanagemot. 16

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. Explain the following terms as connected with the Feudal System:—"Aids," "Reliefs," "Fines," "Wardships," "Escheats," "Mortmain." 15

2. Describe the causes that led to the foundation of the House of Commons in 1265. 12

3. What do you know of the "Curia Regis," the "Provisions of Oxford," the "Statute of Præmunire," the "Statute of Provisors." 16

4. Sketch briefly the characters of Thomas A'Becket, Simon de Montfort, Stephen Langton, Edward I. 20

5. Narrate the particulars of Wat Tyler's Insurrection. 12

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

15 1. Describe the increase in the powers and privileges of the House of Commons during the reign of Henry IV. Account in any way you can for such increase.

10 2. "Brief and troubled as was the period of Richard the Third's rule, several matters justly considered as of great importance at the present day date from it." Describe these important matters.

18 3. What do you know of—Joan of Arc; Sir Thomas More; Thomas Cromwell; Protector Somerset; The Regent Murray; Hugh O'Neil Earl of Tyrone?

12 4. In the case of each of the following battles give the date, names of the contending armies, leaders on each side, and victor:—Barnet, Sevenoaks, Agincourt, Flodden Field, Blackwater, Shrewsbury.

20 5. Sketch briefly the progress of maritime discovery during the Tudor Period.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

10 1. Give the origin of the terms—"Cavalier," "Puritan," "Roundhead," "Nonjuror," "Covenanter." Distinguish between "The National Covenant" and "The Solemn League and Covenant."

7 2. Give a brief summary of the constitutional changes effected by the Revolution of 1688.

8 3. Describe the course of events following on Cromwell's death which led to the Restoration of Charles the Second.

10 4. What do you know of "The Act of Uniformity," "The Act of Settlement," "The Self-denying Ordinance," "The Long Parliament," "The Claim of Right"?

8 5. What were the chief terms of the Legislative Union between England and Scotland?

10 6. Sketch briefly the characters of—James the First, John Hampden, William the Third, John Duke of Marlborough.

10 7. (*a*) Give the date, causes, and results of "The War of the Spanish Succession."

(*b*) When, where, and between whom were the following battles fought:—Dunbar, The Boyne, Killiecrankie, Almanza, Aughrim, Ramillies?

12 8. "The student of this period of our history (1649) would have reached a wrong conclusion did he suppose that the parliament men were models of what constitutional rulers ought to be." (Ross, p. 145.)

What is meant by the expression "Constitutional rulers"? Show clearly the points in which the parliamentary leaders fell away from the principles of constitutional government.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

10 1. (*a*) How did the accession of the House of Hanover affect the foreign policy of Great Britain?

(*b*) Explain the causes of the prolonged Whig rule which accompanied the accession of the House of Hanover.

9 2. What were the chief provisions of the Second Treaty of Paris, of the Treaty of Ghent, and of the Treaty of Amiens?

8 3. State briefly the causes that led (*a*) to the "Seven Years' War"; (*b*) to the "First Afghan War."

9 4. Sketch briefly the characters of the following English statesmen:—Lord Chatham, Edmund Burke, George Canning, Sir Robert Peel.

9 5. Give an account of the origin and progress of British ascendancy in South Africa.

12 6. When, where, and between whom was each of the following battles fought:—(*a*) By land—Preston Pans, Fontenoy, Albuera, Quatre Bras, Goojerat, Meanee, Assaye. (*b*) By sea—Belleisle, Quiberon Bay, Camperdown, Copenhagen, Navarino?

9 7. Blackstone says that the absolute rights or liberties of every Englishman are three (Ross, p. 452). Describe these three rights, and show concisely what means are taken under the British Constitution to secure them.

9 8. What do you know of—Hyder Ally, Dean Swift, Admiral Byng, Sir Eyre Coote, Charles James Fox, Lord John Russell, Lord Palmerston, Richard Cobden, Lord Edward Fitzgerald?

GEOMETRY.

17th December—9·30 *to* 12·30.

Directions to Examinees.—1. Hall and Steven's symbols may be used. 2. Any letters or figures may be used in the deductions; and any letters except A, B, and C in the book-work. 3. When an answer is shown on more than one page, the figure must be repeated on each page.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks.

1. Define—Plane surface, right angle, axiom, and parallelogram. 6

2. The angles at the base of an isosceles triangle are equal to one another; and if the equal sides be produced, the angles on the other side of the base shall also be equal to one another. 21

3. To bisect a given angle; that is, to divide it into two equal angles. 14

4. If one side of a triangle be produced, then the exterior angle shall be greater than either of the interior opposite angles. 16

5. If two triangles have two sides of the one equal to two sides of the other, each to each, but the base of one greater than the base of the other; then the angle contained by the sides of that which has the greater base, shall be greater than the angle contained by the corresponding sides of the other. 14

6. Name the modes of demonstration used in proving Euc. I. 4, 6, and 19, respectively. 4

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. Define—Hypothesis, corollary, median of a triangle; and give the statement known as Playfair's Axiom. 6

2. To draw a straight line perpendicular to a given straight line of unlimited length, from a given point without it. 14

3. To draw a straight line through a given point parallel to a given straight line. 10

4. The opposite sides and angles of a parallelogram are equal to one another, and each diagonal bisects the parallelogram. 20

5. If the square described on one side of a triangle be equal to the sum of the squares described on the other two sides, then the angle contained by these two sides shall be a right angle. 16

6. What is a corollary? Enunciate Robert Simson's two corollaries to Euc. I. 32. 9

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Give a summary of the results of those propositions of Euclid, Book I., which deal with the *identical equality* of two triangles. 5

2. If the equal sides of an isosceles triangle be produced, the angles on the other side of the base shall be equal. 14

3. In what proposition of Euclid, Book I., is Axiom 12 employed for the first time? Write the converse of this axiom. 4

4. If a straight line be divided into any two parts, the square on the whole line is equal to the squares on the two parts, together with twice the rectangle contained by the parts. 20

5. To divide a given straight line into two parts, so that the rectangle contained by the whole and one part may be equal to the square on the other part. 18

6. In every triangle, the square on the side subtending an acute angle is less than the squares on the sides containing that angle, by twice the rectangle contained by either of these sides and the straight line intercepted between the perpendicular let fall on it from the opposite angle and the acute angle. 14

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Show the different constructions possible in Euc. I. 2; marking corresponding points in each with the same letter. 8

2. Enunciate the propositions in Euclid, Book I., which affirm the equivalence in area of triangles whose sides and angles do not mutually coincide; and prove one of them. 6

Maximum Marks.

6 3. Prove Euc. I. 9, without using I. 8.

6 4. The three interior angles of every triangle are together equal to two right angles.

6 5. Prove Euc. I. 20, without producing a side of the triangle.

7 6. If a straight line be divided into any two parts, the rectangle contained by the whole line and one of the parts is equal to the square on that part together with the rectangle contained by the two parts.

8 7. If a straight line be divided into any two parts, the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

9 8. In obtuse-angled triangles, if a perpendicular be drawn, and so on (Euc. II. 12). Finish the enunciation and prove the proposition.

10 9. If from the vertex of an isosceles triangle a line be drawn meeting the base, the difference between the square on that line and the square on one of the equal sides is equal to the rectangle contained by the segments of the base.

9 10. Place a straight line of given length between two given straight lines which meet, so that it shall be equally inclined to each of them.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

12 1. Show how Euc. I. 6 may be demonstrated—(*a*) from I. 18, and (*b*) from I. 26, without reference to I. 4; how I. 32 can be proved from the construction given for I. 16; and how I. 40 may be proved by the direct method.

8 2. To describe a square that shall be equal to a given rectilineal figure.

8 3. To describe a square about a given circle.

9 4. The straight line drawn at right angles to the diameter of a circle, from the extremity of it, falls without the circle; and no straight line can be drawn from the extremity, between that straight line and the circumference, so as not to cut the circle.

What corollaries are deducible from this proposition?

9 5. ABC is a triangle in which AB is greater than AC; and the angle A is bisected by a straight line that meets BC in D. Show that BD is greater than CD.

10 6. The straight lines AD, BE, bisecting the sides BC, AC of a triangle, intersect in G. Show that AG is double of GD.

9 7. Show that in a straight line divided as in Euc. II. 11 the rectangle contained by the sum and difference of the parts is equal to the rectangle contained by the parts.

10 8. If from the extremities of any chord in a circle lines be drawn to any point in that diameter to which the chord is parallel, the sum of the squares on these lines is equal to the sum of the squares on the segments of the diameter.

NEEDLEWORK.

17th December—9·30 *to* 12·30.

(Three hours allowed.)

For Admission as Pupil-Teacher of the Second Class.

Maximum Marks.

Theory.

6 1. Describe the proper position of the tape, or tapes, on the following articles:—Apron, when the band is intended to overlap; towel; pillow-case; infant's long flannel.

4 2. A Third Class are having their first lesson in hemming. How many stitches to an inch would you direct? Illustrate by a diagram.

8 3. How is "the ugly break in the regularity of sewing" generally caused, and how may it be avoided? Illustrate by a diagram.

10 4. Give the reasons adduced by Miss Smith in favour of felling the wrong side of a calico patch before the right side is worked. What is the special fault to be guarded against in this method, and how may it be avoided?

Practice.

16 1. From the cutting-out paper supplied, cut out (*half-size*) one-half (right or left) of a child's pinafore, and make it up by tacking.

Maximum Marks.

2. From the calico tear off a strip, 3 inches wide, for a band. 2

3. Cut a piece, 2 inches square, from a corner and put it on as a patch. Tack it all, and properly finish half. 16

4. Make a band to measure 2½ inches by 1¼ when finished. Properly finish one end and tack the other. 6

5. Gather and stroke the large piece, and set it into the band. Tack it all, and properly finish half. 17

6. Consider the band as the front band of a child's drawers, and mark on it the necessary button-holes. Cut and work one of them. 10

7. Work one inch of stitching on the band. 5

For Admission as Pupil-Teacher of the Third Class.

Theory.

1. Give the points for criticism in run tucks. 6

2. "In marking in cross-stitch each stitch should be crossed the same way." Show clearly, by means of a diagram or otherwise, how you would effect this in the case of the letter I. 8

3. Give explicit directions for mending a hole in stocking-web (common method). 8

4. State *briefly* the principal points to be kept in mind in doing the following:— 8

(*a*) Patching flannel.
(*b*) Binding flannel.

Practice.

1. From the flannel and calico supplied, cut out (*quarter-size*)—

(*a*) The back breadth and one of the side gores of a woman's petticoat. 8
(*b*) A circular waistband for same. (Waist 24 inches.) 7

[*N.B.—A sheet of cutting-out paper is supplied for use if required.*]

2. Join the two breadths of the petticoat. Tack it all, and properly finish one inch at the top. 8

3. From the spare piece of flannel cut a triangular piece, 2 inches on the side, and put it on the garment as a patch. Tack it all, and properly finish half. 16

4. Cut an opening in the back breadth for a placket hole, and properly finish it off. Tack the sides, and work the bottom. 10

5. Make up the waistband by firm tacking, and tack it on. 8

6. On the waistband—

(*a*) Sew a button. 3
(*b*) Cut and work a button-hole, one end round, the other square. 10

For Admission as Pupil-Teacher of the Fourth Class.

Theory.

1. Give clear instructions for piping the neck of a calico bodice. 8

2. In putting in a gusset as for the body of a shirt, describe exactly— 12

(*a*) How you prepare the gusset.
(*b*) How you prepare the garment.

Illustrate by diagrams.

3. Write notes of a lesson to a third class on the process of setting a tape on a pillow-case. What apparatus is required— 10

(*a*) By the teacher?
(*b*) By the pupils?

Practice.

1. From the calico supplied, cut out (*half-size*) the upper part, back and front, of one side of a baby's night-gown; also one of the sleeves, a sash (6 inches by 1¼ inches), and a band for the waist. 16

[*N.B.—A sheet of cutting-out paper is supplied for use if required.*]

2. Join the shoulders by counter-hem. 6

3. Tack the sleeve for a sew-and-fell seam, and work one inch of it at the top. 6

4. Tack the side seam for run-and-fell, and work one inch of it at the top. 6

5. Tack in the sleeve, and properly finish about 1½ inches at the top. 14

Maximum Marks.

16 6. Gather and stroke at the waist that part of the garment requiring it, and set on the band, neatly inserting the sash.

6 7. On the stocking-web, let down a ladder about 2 inches long, and properly take it up again.

For Admission as Teacher of the Third Class.

THEORY.

12 1. Give explicit directions for cutting-out, with due regard to economy of material, four plain shirts for a boy.

6 2. Make diagrams showing the formation of stocking-web. For what processes is the knowledge implied in these diagrams indispensable?

12 3. Give explicit directions for setting on a print patch with the sewing on the *wrong* side. Contrast this method, as to advantages and disadvantages, with that in which the sewing is on the *right* side.

PRACTICE.

1. From the cutting-out paper supplied, cut out (*half-size*)—

8 (*a*) One side (right or left) of the upper part of the front of a woman's night-dress.

6 (*b*) A yoke for same.

8 (*c*) One of the sleeves.

10 2. From the calico cut out (*half-size*) and make up a neck-band of a woman's night-dress. (Neck 14 inches.) Mark on the band the proper position of the button and button-hole, respectively.

16 3. Make and set on to the band a whipped frill. Work 2 inches of the hem, and tack the remainder.

22 4. With the wool supplied, cast on 30 loops, to represent the ankle of a stocking. With 4 needles knit one plain row, making a seam stitch; then divide for and knit a heel, turn it, pick up the gusset, knit one plain row, and cast off.

For Admission as Teacher of the Second Class.

THEORY.

10 1. What various kinds of flannel are used for school and household purposes? Describe briefly the special qualities of each kind.

8 2. "The use of darning on canvas is to prepare for difficulties that follow upon other material." Comment on this.

12 3. Describe briefly a sampler in flannel, showing all the stitches and processes used in the making and mending of flannel garments. For what year, or years, of pupil-teacher apprenticeship would such a sampler be especially useful?

PRACTICE.

14 1. From the calico and linen supplied, cut out (*half-size*) a boy's shirt sleeve.

46 2. Make up (by sewing and tacking) the lower part of it.

The wristband is to be of linen interlined with calico. There is to be a gusset at the wrist opening, and a button-hole on the wristband.

[*N.B.—Marks will be given for industry, and for general finish. A sheet of cutting-out paper is supplied for use if desired.*]

10 3. On the linen, work a specimen of drawn-thread embroidery (veining) suitable for an afternoon-tea cloth.

MUSIC.

17th December—*2 to 5.*

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks.

8 1. Name in order the eight kinds of voices in vocal music; distinguishing female from male voices, and stating the characteristic quality of each voice.

12 2. Give reasons for the use of only seven letters of the alphabet in naming notes. Represent on a stave the full vocal register, showing how the notes of different octaves are distinguished from one another.

8 3. Compare the ancient forms of notes with those used in modern music, and give the derivation of the names of those now in use.

Maximum Marks.

4. In regard to the rests marked in Figure 1 of the accompanying sheet of music, having numbered them consecutively—. 12

(*a*) Write the names of the rests.

(*b*) Write on a staff the corresponding notes; and,

(*c*) Underneath, indicate numerically the duration of each, supposing a semibreve to be equal to 4.

5. Give the English equivalents of the following Italian terms:—*Piano assai*, *Poco a poco cres.*, *Calando*, *Fortissimo*, *Meno piano*, *Marcando*, *Poco forte*, *Piu piano*, *Mezzo forte*, *Sforzato.* 10

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. In what sense is the word *time* used in music? By what is it regulated? What connection exists between the expression of sentiments in the words and the time of a piece of music? 8

2. Time is either *relative* or *absolute*. Show how both are indicated. What metronome marks would be generally equivalent to the terms—*Allegro*, *andantino*, *andante*, *moderato*, and *adagio?* 10

3. Explain the use of *emphasis* in music; and show the means taken, both by signs and terms, to indicate its occurrence in a piece of music. 10

4. Name the time-signatures respectively used to mark the beating of two, three, four, and six beats in a measure. Write two measures of one of each of these four divisions of time, varying the notes, and introducing rests, triplets, and marks of syncopation. 12

5. Transcribe the piece marked Figure 2 on the accompanying music sheet. Write the proper time signature, insert the necessary bars, and mark the occurrence of the strong accents. [*Note that the music commences on the unaccented part of a bar.*] 10

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. What are the different uses of the word *tone* in music? Give reasons for the fact that the first sound in the natural scale bears the name of the third (instead of that of the first) letter of the alphabet. 8

2. Describe the general character of musical compositions in sharp keys, as compared with those in flat keys. What are the emotional effects produced by pieces in the natural key, in each of the first four keys in sharps, and in the first four keys in flats? 10

3. Mention the technical names applied to the different notes of the scale; giving reasons for the application of these names. 10

4. Show by a diagram the keys, major and minor, that are related to the key of A minor in both the first and second degree. Write on a staff the signatures of the relatives in the second degree. 10

5. Determine whether the piece of music, Figure 3 of the music sheet, is in the major or the minor mode, giving reasons for your determination. Transpose the piece into a key two tones higher than the one in which it is written. 12

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. (*a*) How may "the superior importance of vocal over instrumental music" be accounted for? 7

(*b*) Give the substance of Dr. Beattie's remarks on poetry as an "accurate interpreter of music."

2. Describe the construction of Mälzel's Metronome, and show how it is employed in vocal music. 8

3. Write notes of a lesson on the clefs used in vocal music. 8

4. (*a*) Explain the difference between diatonic and chromatic semitones. 7

(*b*) Write a chromatic and an enharmonic scale on A major, ascending and descending.

5. Referring to Figure 4 of the music sheet, number the intervals from 1 to 10; name them in order, and state the number of semitones contained in each interval. Name also the inversions of as many of the intervals as you can. 10

Maximum Marks.

5 6. Explain the following terms and marks used in music:—*Ad lib, allegro con fuoco, m.p., cantabile, tetrachord, cres. al forte, dominant, sf, piu stretto, D.S.*

5 7. Translate the following passage expressed in the Tonic Sol-Fa notation into the old or ordinary notation, using the G clef. The key is E major, and the time $\frac{3}{4}$:—

| s : l : f | m : — : s | d^1 : t : l | s : — : |
| s : d^1 : s | l : -.t : d^1 | t : -.d^1 : r^1 | d^1 : — : |

For Admission as Teacher of the Second Class.

(Three hours allowed.)

5 1. "All sounds are produced by the vibrations of bodies acting upon the atmosphere." Compare the numbers of vibrations that can be produced by the vocal organs with those producible by musical instruments, from the lowest to the highest possible number. What are the French and German standards of pitch?

7 2. What general rule must guide composers in the adaptation of music to poetry? Illustrate the application of this rule to verse of Iambic and of Trochaic metre.

5 3. Define—*Melody, harmony, thorough-bass, concord, discord, prime, harmonic chord, inversion, resolution, modulation.*

4 4. Write major common chords and first and second inversions on B, D flat, F, and E flat.

5 5. Quote the rules to be observed in the arrangement and combination of sounds in the common chord.

12 6. Put three upper parts in full vocal score to the bass marked Figure 5 in the music sheet.

5 7. Show in tabular form the chords ordinarily borne by the different degrees of the scale in major keys when writing chords to an unfigured bass.

7 8. Explain the term *natural modulation;* and show how gradual modulation is usually effected. Give an example of gradual modulation from G into D.

SCHOOL MANAGEMENT.

18*th December*—9·30 *to* 12·30.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

50 1. Penmanship Test—

(*a*) Form the words "*Brazil,*" "*Yclept*" in imitation of plain print, the initials only to be capitals.

(*b*) Write as a copy for a fourth class—"*Health and plenty cheered the labouring swain.*"

15 2. Specify, and give examples of, faults to be avoided in questioning.

10 3. What are the disadvantages of simultaneous answering? For what purposes, and under what conditions, may it be permitted?

12 4. On what grounds may good writing be regarded as indicative of good discipline?

18 5. Describe the Alphabetic Method of teaching reading, and state briefly the arguments for and against it.

20 6. Explain intelligently as to a second class the process and principle of "borrowing ' in subtraction, taking as an example 56073 - 37829.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Penmanship Test—

(*a*) Form the words "*Cynosure,*" "*Yacht,*" in imitation of ornamental print, the initials only to be capitals.

(*b*) Write as a copy for a fifth class—"*Every moment, lightly shaken, ran itself in golden sands.*"

8 2. Specify the points which, as far as *the teacher* is concerned, go to make up a good Collective Lesson.

8 3. For what objects are punishments necessary? To secure these objects what principles must be borne in mind?

8 4. A pupil-teacher fails as a disciplinarian. State the common causes of his want of success in the direction mentioned.

Maximum Marks.

5. What treatment would you resort to in cases of—(*a*) sullenness; (*b*) petulance; (*c*) bullying on the part of your pupils? 8

6. Describe the Phonic Method of teaching reading, and state briefly the arguments for and against it. 9

7. You are required to teach a second class "to know and distinguish the cardinal points." Draw up full notes of a lesson accordingly. 12

8. Give the substance of the Regulations regarding— 6

(*a*) Detention of pupils.

(*b*) Suspension of pupils from attendance.

9. Specify— 6

(*a*) The Geography prescribed for the third half-year in third class.

(*b*) The Grammar for the second half-year in fourth class.

(*c*) The Arithmetic for the first half-year in fifth class.

10. Give a specimen page, with a few appropriate entries, from the Admission Register. 4

11. (*a*) When are—(i.) pupils, (ii.) teachers, to be regarded as "late"? 6

(*b*) What documents must be kept constantly suspended on the school walls?

(*c*) In what case may children under seven years of age be admitted to a school for boys only?

(*d*) What is meant by children of school age?

(*e*) When are children regarded as educated up to the standard?

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Penmanship Test—

(*a*) Form in plain print the word "*Material*" (the initial only to be a capital), and in ornamental capitals the word "*Organization.*"

(*b*) Write as a copy for a sixth class—"*Thorough, not superficial, knowledge is required.*"

2. Describe the "Lancasterian System" of organization. 9

3. Mention the different systems of classifying pupils, and point out shortly the advantages and disadvantages of each. 9

4. Assuming that you are a teacher working single-handed in an old-established Class 8 school, state the various difficulties likely to arise in connection with the classification of the pupils, and state how you would combat them. 8

5. (*a*) Enumerate the principal considerations by which you would be influenced in drawing up a General Time Table. 9

(*b*) How much time per week would you allot to each of the different subjects of instruction in (i.) a second, (ii.) a fifth class?

6. You have drafts just entering upon the third half-year in third class, and the second half-year in fourth class, respectively. Draw out a month's work for each, as it might appear in the Work Book. 8

7. One of the pupil-teachers in a school, of which you are the head, is in the habit of sending up an excessive number of his pupils for corporal punishment. Give a detailed account of how you would proceed with the view of securing an alteration. 10

8. "Child nature is many-sided. Every influence is therefore likely to produce complex effects." Illustrate this statement—as far as possible from your own experience. 10

9. Write a short essay on "The School as a Moral Force. ' 12

ALGEBRA.

18*th December*—2 *to* 5.

⁂ All the details of the work must be given.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks.

1. (*a*) What is a coefficient? 12

(*b*) What is an index?

(*c*) Aided by examples, show clearly the difference between a coefficient and an index.

Music

Examination of Teachers

December 1896.

Fig. 1.

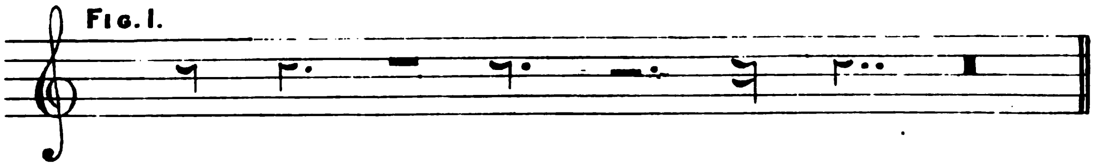


Fig. 2.

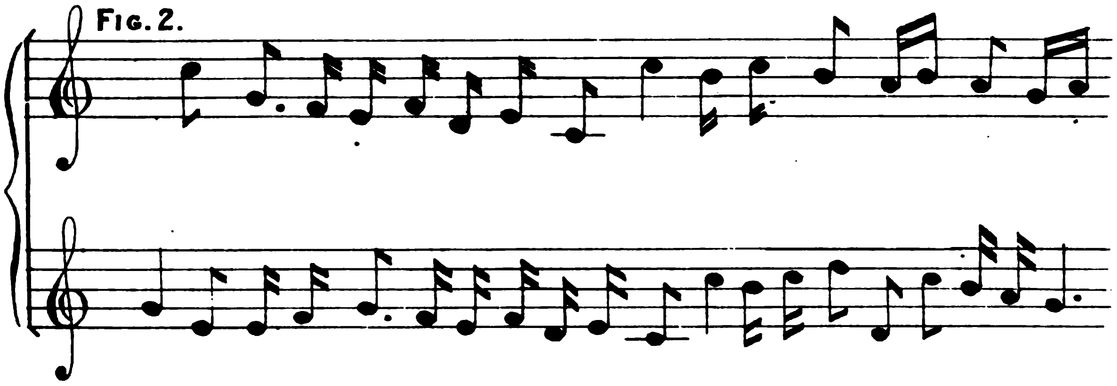


Fig. 3.

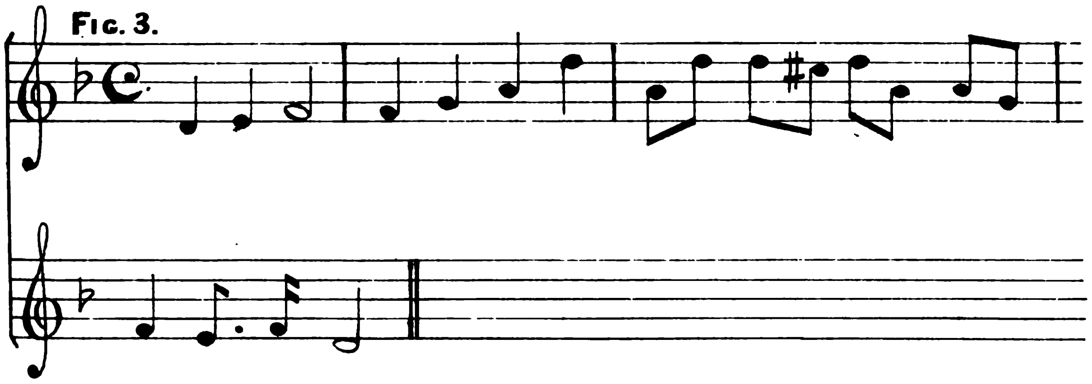


Fig. 4.

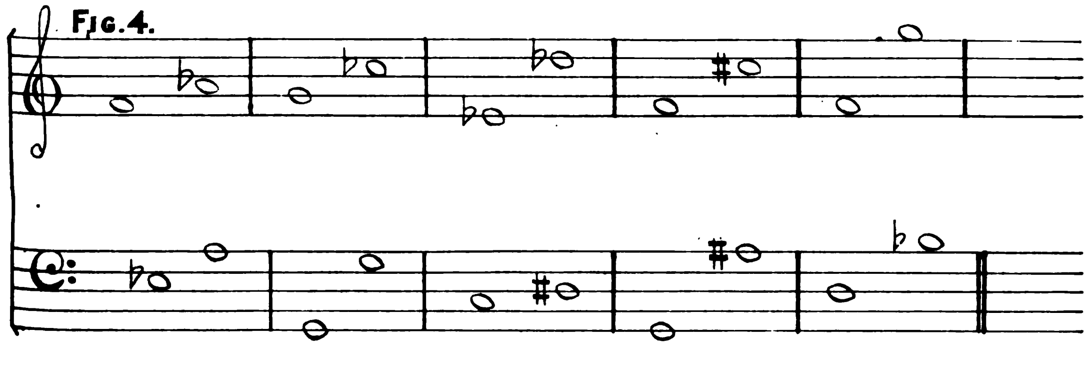
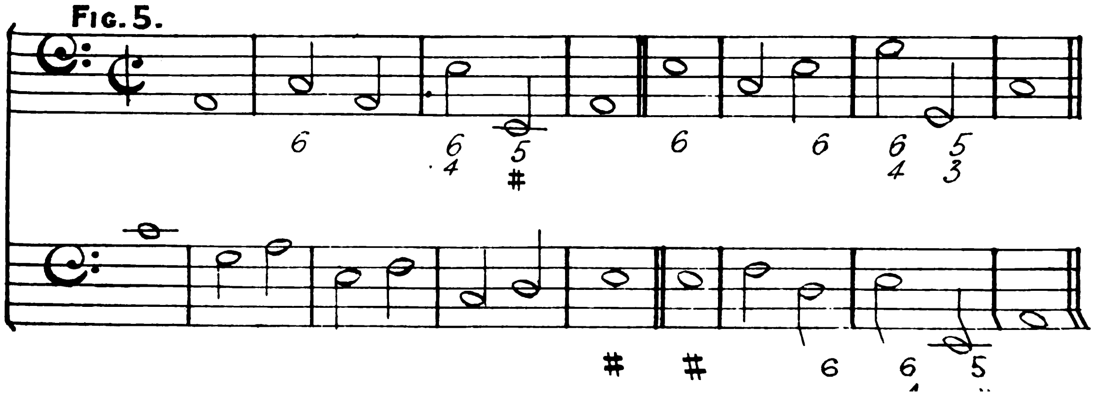


Fig. 5.



Maximum Marks.

10 2. If—

$$a = -1,\ b = 0,\ c = \tfrac{2}{3},\ d = \tfrac{3}{2},$$

find the numerical value of—

$$\tfrac{1}{2}(a^2 - b) + \frac{c}{d} \times ab + \sqrt{\frac{c^2}{d^2}}.$$

8 3. Add together—

$$-\tfrac{3}{4}x^3 - \tfrac{5}{3}xy - 7y^2;\ \tfrac{2}{3}xy + \tfrac{18}{5}y^2;\ -\tfrac{5}{3}x^2 + 4y^2.$$

6 4. Subtract $1 - x + x^5 - x^4 - x^3$ from $x^4 - 1 + x - x^2$.

10 5. Add the sum of $2y - 3y^2$ and $1 - 5y^3$ to the remainder left when $1 - 2y^2 + y$ is subtracted from $5y^3$.

8 6. Multiply together $x^2 - xy + x + y^2 + y + 1$ and $x + y - 1$.

9 7. Divide $a^3 + 3a^2b + b^3 - 1 + 3ab^2$ by $a + b - 1$.

12 8. Divide $\tfrac{1}{4}a^4 + x^4$ by $\tfrac{3}{4}a^2 + \tfrac{1}{2}x^2 - \tfrac{1}{2}ax$.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

11 1. (*a*) What kind of whole number must the index "n" be to make (i.) $x^n - y^n$ divisible by $x - y$; (ii.) $x^n + y^n$ by $x + y$; (iii.) $x^n - y^n$ by $x + y$?

(*b*) Write down at sight the quotient in each of the following:—

(i.) $\dfrac{x^6 - y^6}{x - y}$ (ii.) $\dfrac{x^5 - y^4}{x + y}$ (iii.) $\dfrac{x^5 + y^5}{x + y}$.

(*c*) State the law of the signs in the quotients just obtained in (*b*).

8 2. Simplify by removing brackets—

$$-2\{-[-(x - y)]\} + \{-2[-(x - y)]\}.$$

7 3. Multiply together the following expressions, and arrange the result according to the powers of x:—

$$px^2 - 2x - q \text{ and } ax - 3.$$

16 4. Solve the equations—

(i.) $3(x - 1)^2 - 3(x^2 - 1) = x - 15$.

(ii.) $\cdot 5x - \cdot\dot{3}x = \cdot 25x - 1$.

12 5. How long will x men take to mow y acres of corn, if each man mows z acres a day? At 5 shillings wages per man a day, how many pounds will the mowing cost?

12 6. The width of a room is two-thirds of its length. If the width had been 3 ft. more, and the length 3 ft. less, the room would have been square. Find its dimensions.

6 7. Find both the highest common factor and the lowest common multiple of $49bc^3$, $21a^2b^2$, $56ca^3$.

3 8. Express as equivalent fractions with common denominator—

$$\frac{x}{y},\ \frac{y}{x},\ 3x.$$

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

6 1. What is a negative quantity? How would you attempt to make the nature of such a quantity clear to a beginner in Algebra?

24 2. Solve the equations—

(i.) $\dfrac{x}{3} + \dfrac{y}{4} = 3x - 7y - 37 = 0$.

(ii.) $\dfrac{y - z}{3} = \dfrac{y - x}{2} = 5z - 4x$.

$y + z = 2x + 1$.

(iii.) $\dfrac{1}{x} - \dfrac{2}{y} + 4 = 0$.

$\dfrac{1}{y} - \dfrac{1}{z} + 1 = 0$.

$\dfrac{2}{z} + \dfrac{3}{x} = 14$.

Maximum Marks.

3. In 11 hours C walks $12\tfrac{1}{2}$ miles less than D does in 12 hours; and in 5 hours D walks $3\tfrac{1}{4}$ miles less than C does in 7 hours. How many miles does each walk per hour? 12

4. Write down— 8

(i.) The square of $\tfrac{1}{2}a - 2b + \dfrac{c}{4}$.

(ii.) The cube of $\dfrac{x^2}{3} - 3x$.

5. Find— 16

(i.) The square root of—

$$\frac{a^4}{4} + \frac{a^3}{x} + \frac{a^2}{x^2} - ax - 2 + \frac{x^2}{a^2}.$$

(ii.) The cube root of—

$$27x^6 - 27x^5 - 18x^4 + 17x^3 + 6x^2 - 3x - 1.$$

6. Resolve into factors— 9

(i.) $b^2 + c^2 - a^2 - 2bc$.

(ii.) $(c + d)^3 + (c - d)^3$.

(iii.) $3 + 11x - 4x^2$.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Discuss the nature and use of mathematical formulæ. 6

2. Find the H.C.F. of— 7

(i.) $2x^2 - x - 1$ and $3x^2 - x - 2$ (by resolution into factors).

(ii.) $4x^5 + 14x^4 + 20x^3 + 70x^2$ and $8x^7 + 28x^6 - 8x^5 - 12x^4 + 56x^3$.

3. Reduce to lowest terms by the second method of the text-book—that is, by applying the principle that "the H.C.F. of numerator and denominator must be a factor of their sum"— 7

$$\frac{5x^3 + 2x^2 - 15x - 6}{7x^3 - 4x^2 - 21x + 12}$$

4. (i.) Find the lowest common multiple of— 5

$$x^3 - y^3,\quad x^3y - y^4,\quad y^2(x - y)^2,\quad x^2 + xy + y^2.$$

(ii.) Also, find the H.C.F. of the first three expressions.

5. Simplify— 7

$$\frac{q + r}{(x - y)(x - z)} + \frac{r + p}{(y - z)(y - x)} + \frac{p + q}{(z - x)(z - y)}.$$

6. Show that— 6

$$\frac{\;\frac{a}{b}\;}{\frac{c}{d}} = \frac{ad}{bc}.$$

7. Simplify— 5

$$\frac{1}{x - \dfrac{1}{x + \dfrac{1}{x}}} - \frac{1}{x + \dfrac{1}{x - \dfrac{1}{x}}}$$

8. Simplify— 7

$$\frac{(1 - x^2)(1 - x^3)}{x(1 + x)(1 - x)^2} - \frac{x^3 + \dfrac{1}{x^3}}{x^2 + \dfrac{1}{x^2} - 1}$$

9. Find the cube root of— 7

$$\frac{6b}{a} + \frac{6a}{b} - 7 + \frac{a^3}{b^3} - \frac{3a^2}{b^2} - \frac{3b^2}{a^2} + \frac{b^3}{a^3}.$$

10. It is between 2 and 3 o'clock, and in 10 minutes the minute-hand will be as much before the hour-hand as it is now behind it. What is the time? 9

11. A person has just a hours at his disposal; how far may he ride in a coach which travels b miles an hour, so as to return home in time, walking back at the rate of c miles an hour? 9

For Admission as Teacher of the Second Class.

(Three hours allowed.)

Maximum Marks.

5 1. Solve the equation--

$$\frac{4x-17}{x-4}+\frac{10x-13}{2x-3}=\frac{8x-30}{2x-7}+\frac{5x-4}{x-1}.$$

5 2. Find the value of x and y in—

$$(a-b)x+(a+b)y=2a^2-2b^2$$
$$(a+b)x-(a-b)y=4ab.$$

9 3. A person, after paying a poor-rate and also the income-tax of 7d. in the pound, has £486 remaining; the poor-rate amounts to £22 10s. more than the income-tax. Find the original income and the number of pence per pound in the poor-rate.

11 4. Solve the equations—

(i.) $x^2-x+\frac{72}{x^2-x}=18.$

(ii.) $\frac{1}{x^3}+\frac{1}{y^3}=1\frac{1}{27}$

$\frac{1}{x}+\frac{1}{y}=1\frac{1}{3}.$

Maximum Marks.

5. Two farmers, A and B, have 30 cows between them. They sell at different prices, but each receives the same sum. If A had sold his at B's price, he would have received £320; and if B had sold his at A's price, he would have received £245. How many had each? 9

6. Resolve into factors— 6

(i.) $4m^4+9n^4-24m^2n^2.$

(ii.) $a^3-27b^3+c^3+9abc.$

7. Find the square root of— 10

(i.) $4\sqrt{x^3}-12\sqrt[4]{(x^3y)}+25\sqrt{y}-24\sqrt[4]{\left(\frac{y^3}{x^3}\right)}+16x^{-\frac{3}{2}}y.$

(ii.) $4\frac{1}{3}-\frac{4}{3}\sqrt{3}.$

8. If b is a mean proportional between a and c, show that $4a^2-9b^2$ is to $4b^2-9c^2$ in the duplicate ratio of a to b. 5

9. If x varies as y directly, and as z inversely, and $x=14$ when $y=10$, $z=14$; find z when $x=49$, $y=45$. 5

10. If a be the arithmetic mean between b and c, and b the geometric mean between a and c, prove that c will be the harmonic mean between a and b. 5

11. If the equation $x^2+2(1+k)x+k^2=0$ has equal roots, what is the value of k? 5

FOR EXAMINATION AS TEACHER OF THE FIRST CLASS, 1896.

ENGLISH LANGUAGE AND LITERATURE.

(Paper III.)

15th December—2 to 5 p.m.

1. Sketch shortly the career of Macaulay.

2. In what ways have the circumstances of his life affected the novels of Charles Dickens?

3. Discuss the characteristics of Carlyle's style.

4. Estimate the literary achievements of Disraeli (Beaconsfield).

5. Describe the contents and character of Tennyson's poems published in 1842.

6. Who were the chief writers of Biography during this period?

7. Give a short account of the Brontë Family.

8. What poets and novelists of the time show most obviously the influence of contemporary philosophy and science?

ELECTRICITY AND MAGNETISM.

(Paper I.)

15th December—9·30 to 12·30 p.m.

1. When a piece of copper strip is moved to and fro between the poles of a magnet a considerable resistance to its motion is experienced. Give a detailed explanation of this phenomenon.

2. Explain exactly how you would "standardise" an ampèremeter or galvanometer so as to deduce the absolute value of a current from its indications.

3. Give some account of the phenomena of electric discharge in gases.

4. Describe and explain an experiment having for its object the investigation of whether a given conductor obeys Ohm's Law or not.

5. If a system of conductors be charged to a potential V by Q units of electricity, prove that the energy of the charge is $\frac{1}{2}QV$.

ELECTRICITY AND MAGNETISM.

(Paper II.)

15 December—2 to 5 p.m.

1. Define specific inductive capacity, and give an account of some experimental means of determining this quantity (i.) in the case of solid, (ii.) in the case of a liquid.

2. Give an account of the relation between magnetic force and magnetic induction in soft iron, and explain how this relation is investigated experimentally.

3. If the earth's horizontal magnetic force is H, and the moment of a magnet M, show that a single experiment suffices to enable M to be expressed in terms of H.

4. Prove the proposition generally known as the "Wheatstone Bridge Relation" between the resistances of four conductors.

5. Give an account of Faraday's Researches on Electrolysis.

6. Explain the arrangements generally adopted for obtaining a harmonically varying electric current.

GEOLOGY.

(Paper I.)

15th December—9·30 a.m. to 12·30 p.m.

1. Explain briefly the work of the atmosphere in changing the earth's surface.

2. Summarise (1) the destructive and (2) the constructive action of plants and animals upon the surface of the globe.

3. Explain and illustrate *Landslips*. How does the solvent action of subterranean water sometimes help to cause *Landslips*?

4. What is the nature of the records left by volcanoes, and upon what evidence would you rely in order to fix the position of the central point of eruption in a district where the volcanic crater had been removed by denudation? Illustrate your answer with sketches.

5. What are the respective distinguishing characteristics of (1) the eruptive, and (2) the sedimentary rocks?

6. Define the following—Submerged Forest; River Terraces; Sub-soil; Perched Block; Travertine; Mangrove-Swamp; Chalcedony; Calcite; Augite; Sun-crack; Throw of a Fault; Synclinal Fold.

7. Describe and illustrate the chief structures superinduced in Sedimentary rocks after their formation.

8. Describe briefly the geological structure of any district with which you are acquainted in Queensland or elsewhere, and state what rocks are represented and what has been their mode of origin.

GEOLOGY.

(Paper II.)

15th December—2 to 5 p.m.

1. What is the nature of the following fossils, and of what geological horizons are they specially characteristic:—*Asterophyllites, Agnostus, Heliolites, Pecten islandicus, Iguanodon, Musk Sheep, Ventriculites, Pentacrinus, Fenestella, Pterichthys, Diplograptus, Orthoceras?*

2. On the evidence of what fossils would you rely for classing systems of rocks respectively as Silurian, Cretaceous and Eocene?

3. Summarise our present knowledge of the Geological Antiquity of Man.

4. Mention any ten fossils each of which ranges through a number of geological formations, and ten others, each of which is restricted to some special geological formation.

5. What does the Nebular Hypothesis teach as to the early conditions of the globe?

6. What are the following, in what geological formations are they represented, and what is their range in geological time—Foraminifera, Radiolaria, Corals, Trilobites, Brachiopoda, Pteropoda, Ichthyosauria, Deinosauria?

7. Mention any fossils whose remains contribute to form respectively—(i.) Limestones, and (ii.) siliceous rocks, such as flints, &c.

8. Review the development of plant life upon the earth in past geological time.

EUCLID.

15th December—9·30 a.m. to 12·30 p.m.

1. In the first proposition of the First Book of Euclid, it is assumed that the circles intersect. Do you think this assumption a fair one? Give your reasons.

2. If from the ends of a side of a triangle two straight lines be drawn to a point within the triangle, these two straight lines shall be together less than the sum of the other two sides of the triangle, but they shall contain a greater angle.

3. A, B, C, D are fixed points, and P is a point which moves so that the sum of the areas of the triangle, PAB, PCD remains constant. Prove that the locus of P is, in general, one or more straight lines, and point out an exceptional case.

4. The square on the hypothenuse of a right-angled triangle is equal to the sum of the squares on the other two sides.

Prove this proposition, and also show from the figure that either of the smaller squares is less than the sum of the other two squares by double of one of the rectangles into which the largest square is divided.

5. Produce a given straight line so that the rectangle contained by the whole line thus produced, and the part of it produced, may be equal to a given square.

6. Draw a tangent to a given circle from a given point either without the circle or upon the circumference.

7. If the chord of contact for the two tangents drawn to a
circle from A passes through the point B, then
tangents from B passes through A. Prove this
case in which A and B are both external poi
modified theorem to suit the case in wh
internal.

8. If a tangent and a secant be drawn to a circle through a point on the circumference, prove that the angles between them are equal to the angles in the alternate segments of the circle.

9. Describe a circle, in Euclid's manner, to touch one side of a given triangle externally and the two other sides produced.

10. How many diagonals has a pentagon, and how many has a rectilineal figure of *n* sides?

In a regular pentagon, if any three lines be selected from the sides and diagonals, which do not meet in a common point, prove that they form an isosceles triangle of one or other of two definite shapes.

11. Triangles and parallelograms of the same altitude are to one another as their bases.

12. Two equal triangles, which have an angle of the one equal to an angle of the other, have their sides about the equal angles reciprocally proportional.

FRENCH.

(Paper II.)

15th December—9·30 *a.m. to* 12·30 *p.m.*

1. Translate—

(*a*) Non, vous dis-je ; ils m'ont fait médecin malgré mes dents. Je ne m'étois jamais mêlé d'être si savant que cela ; et toutes mes études n'ont été que jusqu'en sixième. Je ne sais point sur quoi cette imagination leur est venue : mais quand j'ai vu qu'à toute force ils vouloient que je fusse médecin, je me suis résolu de l'être aux dépens de qui il appartiendra. Cependant vous ne sauriez croire comment l'erreur s'est répandue, et de quelle façon chacun est endiablé à me croire habile homme. On me vient chercher de tous côtés ; et, si les choses vont toujours de même, je suis d'avis de m'en tenir toute la vie à la médecine. Je trouve que c'est le métier le meilleur de tous ; car, soit qu'on fasse bien, ou soit qu'on fasse mal, on est toujours payé de même sorte. La méchante besogne ne retombe jamais sur notre dos ; et nous taillons comme il nous plaît sur l'étoffe où nous travaillons. Un cordonnier, en faisant des souliers, ne sauroit gâter un morceau de cuir qu'il n'en paie les pots cassés ; mais ici l'on peut gâter un homme sans qu'il en coûte rien. Les bévues ne sont point pour nous, et c'est toujours la faute de celui qui meurt. Enfin le bon de cette profession est qu'il y a parmi les morts une honnêteté, une discrétion la plus grande du monde ; et jamais on n'en voit se plaindre du médecin qui l'a tué.

(*b*) Un petit enfant de douze ans se laissit choir du haut d'un clocher, de quoi il eut la tête, les jambes et les bras cassés ; et vous, avec je ne sais quel onguent, vous fîtes q'uaussitôt il se relevit sur ses pieds, et s'en fut jouer à la fossette.

2. Translate—

(*a*) Il y a quarante ans, deux roches d'une forme extraordinaire signalaient de loin l'écueil Douvres aux passants de l'Océan. C'étaient deux pointes verticales, aiguës et recourbées, se touchant presque par le sommet. On croyit voir sortir de la mer les deux défenses d'un éléphant englouti. Seulement c'étaient les défenses, hautes comme des tours, d'un éléphant grand comme une montagne. Ces deux tours naturelles de l'obscure ville des monstres ne laissaient entre elles qu'un étroit passage où se ruait la lame. Ce passage, tortueux et ayant dans sa longueur plusieurs coudes, ressemblait à un tronçon de rue entre deux murs. On nommait ces roches jumelles les deux Douvres. Il y avait la grande Douvre et la petite Douvre ; l'une avait soixante pieds de haut, l'autre quarante. Le va-et-vient de la vague a fini par donner un trait de scie dans la base de ces tours, et le violent coup d'équinoxe du 26 Octobre 1859 en a renversé une. Celle qui reste, la petite, est tronquée et fruste.

(*b*) Le ciel étoilé est une vision de roues, de balanciers et de contre-poids. C'est la contemplation suprême, doublée de la suprême méditation. C'est toute la réalité, plus toute l'abstraction. Rien au delà. On se sent pris. On est à la discrétion de cette ombre. Pas d'évasion possible. On se voit dans l'engrenage, on est partie intégrante d'un Tout ignoré, on sent l'inconnu qu'on a en soi fraterniser mystérieusement avec un inconnu qu'on a hors de soi. Ceci est l'annonce sublime de la mort. Quelle angoisse et en même temps quel ravissement ! Adhérer à l'infini, être amené par cette adhérence à s'attribuer à soi-même une immortalité nécessaire, qui sait ? une éternité possible, sentir dans le prodigieux flot de ce déluge de vie universelle l'opiniâtreté insubmersible du moi ! regarder les astres et dire : je suis une âme comme vous ! regarder l'obscurité et dire : je suis un abîme comme toi !

(*c*) Le printemps jetait tout son argent et tout son or dans l'immense panier percé des bois. Les pousses nouvelles étaient toutes fraîches vertes. On entendait en l'air des cris de bienvenue. L'été hospitalier ouvrait sa porte aux oiseaux lointains. C'était l'instant de l'arrivée des hirondelles. Les thyrses des ajoncs bordaient les talus des chemins creux, en attendant les thyrses des aubépines. Le beau et le joli faisaient bon voisinage ; le grand ne gênait pas le petit : aucune note du concert ne se perdait ; les magnificences microscopiques étaient à leur plan dans la vaste beauté universelle ; on distinguait tout comme dans une eau limpide. Les joubarbes en floraison empourpraient les toits de chaume. Les travailleuses des ruches étaient dehors. L'abeille était à la besogne. L'étendue était pleine du murmure des mers et du bourdonnement des mouches.

3. Translate—

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CONSTITUTIONAL HISTORY OF ENGLAND.

15th December—9·30 *a.m. to* 12·30 *p.m.*

(*Not more than* Eight *questions are to be answered.*)

1. What is the historical interest of Tacitus's "Germania?"

2. Give a short account of English political institutions before the Norman Conquest.

3. "The Norman Conquest was the averter of greater evils even to the Saxons themselves than it inflicted."

Explain.

4. Sketch the history of Villeinage.

5. "From the beginning our law has been no respecter of persons."

Explain.

6. Explain the importance of the Star Chamber, and sketch its history.

7. Trace the growth of representative institutions in England to 1295.

8. "In England (in the time of the Stuarts) the royal power was the aggressor."

Examine this statement.

9. Explain the importance of the Mutiny Act and the Appropriation Act (1690).

10. Explain shortly the most interesting features of the Act of Settlement.

11. Explain the importance of the Reform Act of 1832.

12. "It has been our happiness to combine the system of local distribution of power in matters of local importance with the system of centralisation of power in matters of imperial and commonwealth policy."

Explain this statement, showing the value of local self-government.

EXAMINATION FOR GRAMMAR SCHOOL SCHOLARSHIPS, 1896.

GEOGRAPHY.

15th December—9·30 *to* 12·30.

Maximum Marks.

4 1. (*a*) Name—(i.) Six seaports or river-ports of Queensland, north of Townsville; (ii.) six rivers in the basin of the Fitzroy; (iii.) six Queensland towns farther west than the railways extend; (iv.) six Queensland goldfields.

6 (*b*) Exclusive of sugar cane, what agricultural or horticultural food products are cultivated in Queensland? Name the localities where they are grown, respectively; and write brief notes on the trade in them.

12 2. Write short notes upon—

The Great Barrier Reef of Australia.
The Great Dividing Range of Australia.
The Murray River system.
The striking difference between Australia and the other continents in respect of native plants and animals.
The recent development in wealth and population of Western Australia.

20 3. Draw a sketch map of the British Islands, showing their outline, and locating and naming—Milford Haven, Montrose, Snowdon, the Don River, Londonderry, the Mourne Mountains, Loch Ken, Stonehenge, Bath, the Erne River, Paisley, the Vale of Avoca.

[*The map to have a sheet to itself, and to be as large as the paper will admit.*]

4 4. (*a*) Name the groups of islands included under the names Micronesia, Melanesia, and Polynesia, respectively.

9 (*b*) Write what you know about New Caledonia, Tahiti, and Hawaii.

6 5. Give an account of the geography of Java, in regard to its situation, size, shape, towns, inhabitants, and productions.

14 6. (*a*) What are the exports of the British West Indian Islands?

(*b*) Name the towns in the Ganges Valley.

(*c*) Place dots to represent the positions relatively to one another of—Buluwayo, Pretoria, Johannesburg, Delagoa Bay, Mafeking, Kimberley, Natal, and Cape Town; and name the dots to show what places they stand for.

10 7. Locate the following places, and state briefly for what each is noted—St. Heliers, Galle, Simla, Surat, Toronto, Manitoba, Barbados.

15 8. Name the agricultural exports of Ireland, and the towns and districts directly concerned with them severally; and name also the towns and districts employed in the woollen manufacturing industry in Scotland, and in the coal trade in England.

100 **Total Maximum Marks.**

ARITHMETIC.

15th December—2 *to* 5.

⁂ All the details of the work must be given, and each answer should be indicated plainly.

Maximum Marks.

3 1. (*a*) Suppose two marks set up on a plain, three or four hundred yards apart, and so that one can be seen from the other. Show how to measure the distance between them with a surveyor's chain.

7 (*b*) What measurements would you take to find the area of a paddock whose boundaries are four straight lines of unequal length, and how would you use these to find its area?

9 (*c*) If the radius of a circle is two feet, find the length of the side of an equilateral triangle inscribed in the circle, to three decimal places.

Maximum Marks.

(*d*) How many times the diameter of a circle is the product denoting— 9

(i.) The area of the circle;
(ii.) The area of the square described about the circle; and
(iii.) The area of the square inscribed in the circle?

2. Multiply 7 miles 6 furlongs 22 poles 4 yards by 27, using factors for the multiplier, and prove by long division. 12

3. If the wages of 11 labourers for 15 weeks is £103 2s. 6d., in what time will the wages of 13 labourers amount to £170 12s. 6d. at the same rate per week? 15

[*To be worked by the Unitary Method, and proved by the method of the Compound Rule of Three.*]

4. (*a*) Show that 3 : 4 :: 5 : 6 is not true. Form four proportions by changing each of these terms successively in its place, leaving the other three terms unchanged. 9

(*b*) Find a mean proportional between 27 and 28 to three places of decimals. 9

5. Solve— 12

$\left(\frac{2}{3}\right)^{\frac{2}{3}}$ to four decimal places.

6. Find the amount of a bill due in 18 months, if the discount on it, reckoning simple interest at 8 per cent. per annum, is £37 10s. 9

7. What sum must be invested in 4 per cent. stock at 105, in order to produce an income of £312, after deducting an income tax at the rate of 6d. in the pound? 12

8. A log lies across a creek, with 3 feet of its length on this side, $\frac{4}{5}$ of its length across the bed of the creek, and $\frac{1}{8}$ on the other bank. What is its length? 8

9. Apples are bought at two a-penny, and as many more at three a-penny. How much is gained or lost per cent. by selling them at five for twopence? 12

10. If the gain is $\frac{3}{8}$ of the selling price, 15

(*a*) What is the ratio of the cost price to the selling price?
(*b*) What is the ratio of the cost price to a selling price half as much again as the first selling price?
(*c*) What is the gain per cent. at each selling price?

11. Simplify— 9

$$\frac{\sqrt{1+\frac{1}{3}} \div \sqrt{1-\frac{1}{3}}}{\sqrt{1+\frac{1}{3}} \times \sqrt{1-\frac{1}{3}}},$$

without extracting a square root.

Total Maximum Marks 150

ENGLISH GRAMMAR AND COMPOSITION.

16th December—9·30 *to* 12·30.

Maximum Marks.

1. Explain—Accidence, syntax, parsing, analysis of sentences, composition; sentence, diphthong, etymology, declension, root. 15

2. Analyse—Because *half-a-dozen grasshoppers* under a fern make the field *ring* with their importunate chink, whilst thousands of great cattle, *reposed* beneath the shadow of the British oak, chew the cud and are silent, *do* not imagine that *those* who make the noise are the only inhabitants of the field, that they are many in number, or that they are *other* than the little, shrivelled, meagre, hopping, though loud and troublesome *insects* of the hour. 21

3. Parse the words in italics in the passage in question number 2 above. 21

[*Do not quote syntax rules.*]

4. Tell the story of the "Mayflower," *or* Magna Charta, *or* The Crusades, briefly in your own words. 24

[*The exercise should occupy about a page of your paper. One third of the marks for substance of story. One third for composition. The other third of the marks to be allowed according to the grammar, the spelling, and the neatness of the work.*]

8. If a tangent and a secant be drawn to a circle through a point on the circumferance, prove that the angles between them are equal to the angles in the alternate segments of the circle.

9. Describe a circle, in Euclid's manner, to touch one side of a given triangle externally and the two other sides produced.

10. How many diagonals has a pentagon, and how many has a rectilineal figure of *n* sides?

In a regular pentagon, if any three lines be selected from the sides and diagonals, which do not meet in a common point, prove that they form an isosceles triangle of one or other of two definite shapes.

11. Triangles and parallelograms of the same altitude are to one another as their bases.

12. Two equal triangles, which have an angle of the one equal to an angle of the other, have their sides about the equal angles reciprocally proportional.

FRENCH.

(PAPER II.)

15*th December*—9·30 *a.m. to* 12·30 *p.m.*

1. Translate—

(*a*) Non, vous dis-je; ils m'ont fait médecin malgré mes dents. Je ne m'étois jamais mêlé d'être si savant que cela; et toutes mes études n'ont été que jusqu'en sixième. Je ne sais point sur quoi cette imagination leur est venue; mais quand j'ai vu qu'à toute force ils vouloient que je fusse médecin, je me suis résolu de l'être aux dépens de qui il appartiendra. Cependant vous ne sauriez croire comment l'erreur s'est répandue, et de quelle façon chacun est endiablé à me croire habile homme. On me vient chercher de tous côtés; et, si les choses vont toujours de même, je suis d'avis de m'en tenir toute la vie à la médecine. Je trouve que c'est le métier le meilleur de tous; car, soit qu'on fasse bien, ou soit qu'on fasse mal, on est toujours payé de même sorte. La méchante besogne ne retombe jamais sur notre dos; et nous taillons comme il nous plaît sur l'étoffe où nous travaillons. Un cordonnier, en faisant des souliers, ne sauroit gâter un morceau de cuir qu'il n'en paie les pots cassés; mais ici l'on peut gâter un homme sans qu'il en coûte rien. Les bévues ne sont point pour nous, et c'est toujours la faute de celui qui meurt. Enfin le bon de cette profession est qu'il y a parmi les morts une honnêteté, une discrétion la plus grande du monde; et jamais on n'en voit se plaindre du médecin qui l'a tué.

(*b*) Un petit enfant de douze ans se laissit choir du haut d'un clocher, de quoi il eut la tête, les jambes et les bras cassés; et vous, avec je ne sais quel onguent, vous fîtes q'uaussitôt il se relevit sur ses pieds, et s'en fut jouer à la fossette.

2. Translate—

(*a*) Il y a quarante ans, deux roches d'une forme extraordinaire signalaient de loin l'écueil Douvres aux passants de l'Océan. C'étaient deux pointes verticales, aiguës et recourbées, se touchant presque par le sommet. On croyit voir sortir de la mer les deux défenses d'un éléphant englouti. Seulement c'étaient les défenses, hautes comme des tours, d'un éléphant grand comme une montagne. Ces deux tours naturelles de l'obscure ville des monstres ne laissaient entre elles qu'un étroit passage où se ruait la lame. Ce passage, tortueux et ayant dans sa longueur plusieurs coudes, ressemblait à un tronçon de rue entre deux murs. On nommait ces roches jumelles les deux Douvres. Il y avait la grande Douvre et la petite Douvre; l'une avait soixante pieds de haut, l'autre quarante. Le va-et-vient de la vague a fini par donner un trait de scie dans la base de ces tours, et le violent coup d'équinoxe du 26 Octobre 1859 en a renversé une. Celle qui reste, la petite, est tronquée et fruste.

(*b*) Le ciel étoilé est une vision de roues, de balanciers et de contre-poids. C'est la contemplation suprême, doublée de la suprême méditation. C'est toute la réalité, plus toute l'abstraction. Rien au delà. On se sent pris. On est à la discrétion de cette ombre. Pas d'évasion possible. On se voit dans l'engrenage, on est partie intégrante d'un Tout ignoré, on sent l'inconnu qu'on a en soi fraterniser mystérieusement avec un inconnu qu'on a hors de soi. Ceci est l'annonce sublime de la mort. Quelle angoisse et en même temps quel ravissement! Adhérer à l'infini, être amené par cette adhérence à s'attribuer à soi-même une immortalité nécessaire, qui sait? une éternité possible, sentir dans le prodigieux flot de ce déluge de vie universelle l'opiniâtreté insubmersible du moi! regarder les astres et dire: je suis une âme comme vous! regarder l'obscurité et dire: je suis un abîme comme toi!

(*c*) Le printemps jetait tout son argent et tout son or dans l'immense panier percé des bois. Les pousses nouvelles étaient toutes fraîches vertes. On entendait en l'air des cris de bienvenue. L'été hospitalier ouvrait sa porte aux oiseaux lointains. C'était l'instant de l'arrivée des hirondelles. Les thyrses des ajoncs bordaient les talus des chemins creux, en attendant les thyrses des aubépines. Le beau et le joli faisaient bon voisinage; le grand ne gênait pas le petit; aucune note du concert ne se perdait; les magnificences microscopiques étaient à leur plan dans la vaste beauté universelle; on distinguait tout comme dans une eau limpide. Les joubarbes en floraison empourpraient les toits de chaume. Les travailleuses des ruches étaient dehors. L'abeille était à la besogne. L'étendue était pleine du murmure des mers et du bourdonnement des mouches.

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(*Not more than* EIGHT *questions are to be answered.*)

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2. Give a short account of English political institutions before the Norman Conquest.

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Explain.

4. Sketch the history of Villeinage.

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Explain this statement, showing the value of local self-government.

Maximum Marks.

8 5. (*a*) Correct the following sentences, and give your reasons:—

Should he come and then goes home I shall go with him.

We never doubted that water flowed downward.

Each passenger must show their ticket.

6 (*b*) Correct the following quotations:—

"An officer on European and on Indian service are in very different situations."—Syd. Smith.

"Homer had the greatest invention of any writer whatever."—Pope.

"One species of bread, of coarse quality, was only allowed to be baked."—Alison.

5 (*c*) Reconstruct the following sentence so that it shall be intelligible, and that there shall be no doubt as to its meaning:—

A lady told her daughter that she must take care that all she did was creditable to her and her family.

5 (*d*) Punctuate—The boy said the teacher solemnly declared himself to be innocent I know nothing about the matter.

24 6.—

Wild is thy lay and loud,
Far in the downy cloud;
Love gives it energy, love gave it birth.
Where, on thy dewy wing,
Where art thou journeying?
Thy lay is in heaven, thy love is on earth.

The Sky-lark.—James Hogg.

Maximum M

"Wild is thy lay and loud." What does "lay" mean? Why is it called "wild"?

"Far in the downy cloud." What is it that is "far in the downy cloud"? Why is the cloud called "downy"?

"Love gives it energy." What does the pronoun "it" stand for? What does "energy" mean?

"Love gave it birth." Explain how *love* gives it energy and gave it birth. Why are the verbs not both "gives" or both "gave"?

"Thy dewy wing." Why "dewy"?

"Where art thou journeying?" Why does the poet think it needful to ask this question? What is the answer to it? Is the use of "where" in this question as grammatically correct as in the question "Where are you dwelling"? Explain.

What does the poet mean that we should understand and learn by the statements made in the last line of the stanza?

7. (*a*) Write the plural of—Valley, deer, swine, stratum, genius, species.

(*b*) Distinguish in meaning between—Brothers and brethren, older and elder, pennies and pence.

(*c*) Form sentences two or three lines long, each containing one of the following words:—Running (as a verb), running (as a noun), running (as an adjective), diverge, mellow, ritual.

Total Maximum Marks

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1898.

QUEENSLAND.

TWENTY-SECOND REPORT

OF THE

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FOR THE YEAR

1897.

PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND.

BRISBANE:
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TWENTY-SECOND REPORT OF THE SECRETARY FOR PUBLIC INSTRUCTION IN QUEENSLAND, BEING THE REPORT FOR THE YEAR ENDING 31st DECEMBER, 1897.

◆

To His Excellency The Right Honourable CHARLES WALLACE ALEXANDER NAPIER,
Baron Lamington of Lamington, in the county of Lanark, in the Peerage of the United Kingdom, Knight Commander of the Most Distinguished Order of St. Michael and St. George, Governor and Commander-in-Chief of the Colony of Queensland and its Dependencies.

MY LORD,—I have the honour to submit to Your Excellency the Report of the Department of Public Instruction for the year 1897.

GENERAL.

Contents.

1. This Report with its Appendices deals with the educational work carried on under the provisions of "*The State Education Act of* 1875." It also contains certain particulars respecting State aid to the following:—Secondary education in the form of grants to grammar schools, scholarships and bursaries to grammar schools, bursaries to the Agricultural College, and exhibitions to Universities; The Museum; and the Orphanages.

Revised Regulations.

2. The Revised Regulations of the Department came into force on the 1st July, 1897. As half the year had lapsed, the papers for the December examinations were set in accordance with the standards in force in 1896.

Change in mode of paying head teachers in State Schools.

3. Up to the end of the year 1897 the remuneration of a head teacher in a State school comprised two distinct items—namely, (*a*) "salary" determined by his classification as a teacher, and (*b*) "additional emoluments" according to the class of his school. From 1st January, 1898, the remuneration will be a single payment determined by the class of his school. The effect of this change will be to simplify the operations of the Department, to give uniform pay for the same work and responsibility, and to raise in most cases the income of the more poorly paid head teachers. No head teacher will suffer any diminution of income.

Special allowances to certain assistant teachers under Regulation 57.

4. Under the financial stress of 1893 the special allowances, to which certain assistant teachers were entitled under Regulation 57, were reduced by one-third from 1st July, 1893. Of that reduction, one-half was restored from 1st July, 1896, and the other half will be restored from 1st January, 1898.

Change in distribution of money voted for State scholarships.

5. The mode of awarding scholarships which had been in operation for the last three years gave little general satisfaction. On my recommendation the Government approved of a change which is designed to secure these important ends: that only children of ability above the ordinary should get scholarships; that the holder of a scholarship should be free to attend whatever school best suited his circumstances; that those living at a distance from a grammar school, and whose parents are unable through lack of means to board them from home, should get some additional help; and, lastly, that some encouragement should be given to students at the Agricultural College.

Accordingly, instead of granting 128 scholarships awarded at specified schools, as had been the practice, the money voted by Parliament for scholarships was made available for (*a*) 36 scholarships, entitling the holder to free education at any grammar school; (*b*) 8 bursaries, entitling the holders to free education at a grammar school and an allowance for board not exceeding £30 per annum; (*c*) 4 bursaries entitling the holders to free board and instruction as resident students at the Gatton Agricultural College. The scholarships and bursaries are tenable for three years. The grammar school bursaries have been awarded to those candidates only who must necessarily board away from home in order to attend a grammar school, and whose parents have not the means to pay for their board. The Agricultural College bursaries have been awarded to candidates between sixteen and eighteen years of age who passed the examination and produced medical certificates of sound constitution and good health.

Changes in subjects taught in Classes V. and VI.

6. "*The State Education Act Amendment Act of* 1897," recently passed, gives power to add to the curriculum in the State schools, and Regulations are now being prepared to give effect to the Act. It is proposed to extend the field of instruction in the two highest classes, but mainly in the highest or sixth class, by adding Euclid and algebra, a branch of science, the study of an English classic, and a fuller course of English history.

New State schools.

7. Three new State schools were opened in 1897—namely, Apple-tree Creek in the Isis Scrub, Mirani in the Mackay district, and Springside near Pittsworth. Each of these superseded a provisional school. The State school at Redbank, which was closed in 1891 on account of insufficient attendance, was reopened in September. At the end of the year three more new State schools were ready to be opened—namely, Jericho on the Central Railway, Mossman River to the north of Port Douglas, and Sellheim near Charters Towers.

State school closed.

8. One unclassified State school—Copperfield, near Clermont—was closed on account of small attendance.

New provisional schools.

9. Thirty-one new provisional schools were opened during the year, situated as follow:—In Moreton District: Cross Roads, Durundur, Eudlo, Maleny; in Darling Downs and Western Districts: Cooper's Creek, Domville, Dry Paddock, Eromanga, Kogan, Nobby, Paddock Swamp, Punch's Creek, Strathane, Wheatvale; in Wide Bay and Burnett Districts: Boolboonda, Imbil, Margoo, Miriam Vale, Pinbarren, Taabinga Village, Underban; in the Central Districts: Boundary, Coowonga, Gindie, Plane Creek, Proserpine Lower, Theresa Creek; in the Northern Districts: Ayton, Hughenden North, Mackinlay, and Mulgrave. In addition to these, provisional schools were reopened at Atherton and Nebo, the latter having formerly been a State school.

Provisional schools closed.

10. Four provisional schools were closed on account of insufficient attendance—namely, the schools at Horn Island in Torres Straits, Limestone near Maytown, Morinish near Rockhampton, and Tipton near Dalby.

Additions to State schools.

11. Besides the numerous small repairs and additions to school furniture, important additions, repairs, and improvements were made at 116 existing State schools, involving an expenditure of £20,762 4s. 11d., of which £2,483 17s. 10d. was subscribed locally. Particulars respecting each of these works are given in Table I, appended to this Report.

Increase in accommodation in State schools.

12. The amount of accommodation in the State schools of the colony was increased by 19,201 square feet during the year 1897. Of this increase 2,921 square feet was furnished by new schools, and 16,280 square feet by additions to existing schools. Allowing 8 square feet of floor space for each child, provision was made for an increase of 2,400 pupils. The actual increase in the average attendance at the State schools was 4,592.

Total accommodation in State schools.

13. At the end of the year the total floor space in the State schools was 481,677 square feet, exclusive of verandas; and allowing 8 square for each child, the accommodation was enough for 60,209 pupils. The average attendance at those schools for the year 1897 was 50,679.

State schools applied for.

14. Thirty applications for the establishment of new State schools were received and dealt with. At the end of the year 20 of these applications had been approved, and preliminary action taken; 5 applications were not approved; and, in the case of the other 5, action was postponed pending further information. Particulars respecting each of these applications are given in Table H, appended to this Report.

Provisional schools applied for.

15. Seventy-nine applications for the establishment of new provisional schools were received and dealt with. At the end of the year 39 of these applications had been approved and preliminary action taken to establish the schools; 9 of the applications were not approved, and 31 were in abeyance pending further information. The action taken with regard to each of these applications is specified in Table H, appended to this Report.

SCHOOLS IN OPERATION IN 1897.

Number of schools at the end of the year.

16. At the end of the year there were in operation 791 schools, comprising 388 State, 399 provisional, and 4 special schools. The last include the Reformatory school for boys at Lytton, and the schools for aboriginals at Myora, near Dunwich, Deebing Creek, near Ipswich, and Murray Island in Torres Straits. There was a net increase of 28 schools for the year.

During the year.

17. The total number of schools open during some part of the year was 797.

Classification of schools.

18. The tabular statement below shows the classification of the schools open at the end of the year, and compares it with that of the previous year:—

CLASS OF SCHOOL.	AVERAGE ATTENDANCE.	NO. OF SCHOOLS IN 1897.	NO. OF SCHOOLS IN 1896.
State Schools—			
I.	Over 800	1	1
II.	601 to 800	4	0
III.	401 to 600	14	12
IV.	281 to 400	25	23
V.	161 to 280	46	45
VI.	81 to 160	78	70
VII.	41 to 80	128	125
VIII.	30 to 40	37	49
Unclassified	Less than 30	55	60
Provisional—*Ordinary Schools*—			
I.	More than 20	181	168
II.	12 to 20	185	167
Provisional—*Special Schools*—			
Full-time	Less than 12	23	35
Half-time	„ „ 12	10	4
Schools at Benevolent Establishments	...	4	4
		791	763

At 67 of the provisional schools the average attendance was sufficient to warrant the establishment of a State school.

Half-time schools.

19. Five pairs of half-time schools were in operation during the year—namely, Pikedale No. 1 and No. 2, Nellybri with Retreat, Cooper's Creek with Windorah, Maleny with Blackall Range, and Underban with Margoo.

20. Tables A, B, and C, appended to this Report, give full particulars respecting the schools in operation during the year 1897.

ATTENDANCE OF CHILDREN.

Enrolment.

21. For 1897 the gross enrolment was 80,710 in the State and 14,318 in the provisional schools making a total of 95,028. The net enrolment (or number of distinct children on the rolls) was 85,229, showing an increase of 3,475 on the net enrolment for 1896.

Average daily attendance.

22. The average daily attendance was 50,679 in the State and 9,069 in the provisional schools—total 59,748, showing an increase of 5,432 on the average daily attendance for 1896.

Neglected children.

23. The annual returns from head teachers for the year 1897 show a total of 1,637 children (935 boys and 702 girls) between the ages of six and fifteen, who, though living within reach of a school, are not educated up to the standard of education, and are not attending any school. Of these, 878 are between the ages of six and twelve, and 760 are over twelve. The total number of neglected children so reported is less by 66 than it was in 1896.

Partially neglected children.

24. The number of children reported as not attending school the minimum number of days required by the Education Act—that is to say, 60 in the half-year—was 9,422 in the half-year ending June, and 7,968 in the half-year ending December. Comparing these numbers with the corresponding ones for 1896 we find a decrease of 388 defaulters in the first half-year, and 652 in the second half-year.

Attendance improving as to regularity.

25. The average daily attendance was 70·1 per cent. of the net enrolment. This is the highest percentage as yet recorded for the whole colony. Seven of the ten inspectors report a gratifying improvement in the districts they inspected, and notwithstanding an increase of 3,475 in the number of children enrolled, the reported number of neglected or partially-neglected children was less than in 1896. The remarkable improvement in the regularity of attendance is gratifying, and may be largely credited to the efforts of teachers.

TEACHERS EMPLOYED.

Number of teachers.

26. At the end of 1897 the total number of teachers employed was 1,825, an increase for the year of 110. The tabular statement following gives the numbers in detail :—

Status of Teachers.	1897.			1896.			Increase.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Classified	463	430	893	460	416	876	3	14	17
Unclassified	197	289	486	197	271	468	0	18	18
Pupil-teachers	165	281	446	141	230	371	24	51	75
Totals	825	1,000	1,825	798	917	1,715	27	83	110

Average numbe of pupils taught by each teacher.

27. Dividing the average daily attendance as given in Table C by the number of teachers given in the same table, we find that during the year 1897 the average number of pupils taught by each teacher was 35·8 in State schools, 22 in provisional schools, and 32·7 in all schools. The corresponding numbers for 1896 were 34·7, 21·2, and 31·6.

Number of teachers in State and in provisional schools respectively.

28. The following is a comparative view of the number of teachers employed in the State and provisional schools respectively at the end of 1897 :—

Status of Teachers.	In State Schools, 77·3 per cent.			In Provisional Schools, 22·7 per cent.		
	Males.	Females.	Total.	Males.	Females.	Total.
Classified	463	430	893	0	0	0
Unclassified	48	23	71	149	266	415
Pupil-teachers	165	281	446	0	0	0
Totals	676	734	1,410	149	266	415

Status of teachers.

29. From Table F we learn that of the entire teaching staff of the colony at the end of 1897, 48·9 per cent. were classified, 26·6 per cent. were unclassified, and 24·5 per cent. were pupil-teachers. The number of classified teachers in each rank and the number of pupil-teachers in each class at the end of the year are shown in the condensed statement below :—

Sex.	Classified Teachers.				Pupil-Teachers.					
	Class I.	Class II.	Class III.	Total.	Fourth Class (Highest).	Third Class.	Second Class.	First Class.	On Probation.	Total.
Male	18	181	264	463	14	14	36	60	41	165
Female	1	40	389	430	12	30	42	110	87	281
Totals	19	221	653	893	26	44	78	170	128	446
Increase for 1897 ...	...	15	2	17	4	22	34	99	...	75
Decrease for 1897 ...	...	...	...	...	...	...	...	...	84	...

Promotion of teachers.

30. Of the 893 classified teachers 157 received promotion in classification—18 from class to class by examination, and 139 from division to division as a rewar for meritorious service. Of the unclassified teachers 41 received promotion in Class III.—the lowest rank of classified teachers. Of the 446 pupil-teachers 33 received promotion in the ordinary course of their apprenticeship.

Consequent expenditure

31. Excluding the increments to pupil-teachers (£2,983), the increase annual expenditure consequent on these promotions was £2,376, dating from 1 July, 1897, when the financial year begins.

32. Particulars respecting the promotions made in 1897 appear in the following tables:— Particulars.

PROMOTIONS FROM CLASS TO CLASS BY EXAMINATION.

Nature of Promotion.	Males.	Females.	Total.	Increased Expenditure Entailed.
				£
From Class II. to Class I.	1	0	1	12
From Class III. to Class II.	10	7	17	306
Into Class III.	11	30	41	390
From P.T. 3 to P.T. 4	11	11	22	330
From P.T. 2 to P.T. 3	14	30	44	440
From P.T. 1 to P.T. 2	43	43	86	645
From P.T. 0 to P.T. 1	64	116	180	1,568
TOTALS	154	137	391	3,691

PROMOTIONS FROM DIVISION TO DIVISION FOR MERITORIOUS SERVICE.

Nature of Promotion.	Males.	Females.	Total.	Increased Expenditure Entailed.
				£
From Class II. Division 2 to Class II. Division 1	5	0	5	60
From Class II. Division 3 to Class II. Division 2	4	3	7	84
From Class III. Division 2 to Class III. Division 1	32	63	95	1,140
From Class III. Division 3 to Class III. Division 2	10	22	32	384
TOTALS	51	88	139	1,668

33. The number of teachers who left the service during the year was 111—45 males and 66 females. The corresponding number for 1896 was 144. The tabular statement below gives the status and sex of the teachers who left in 1897:— Left the service in 1897.

Status.	Left the Service in 1897.		
	Males.	Females.	Total.
Teacher, Class I.	0	0	0
„ „ II.	0	0	0
„ „ III.	14	27	41
Teacher, Unclassified	3	1	4
Teacher of a Provisional School	18	26	44
Pupil-Teacher of the Fourth Class	1	1	2
„ „ Third Class	0	0	0
„ „ Second Class	3	0	3
„ „ First Class	2	7	9
„ on Probation	4	4	8
TOTALS	45	66	111

34. An analysis of the reasons assigned for leaving the service gives the following results:— Reasons for leaving the service.

—	Number of Teachers.		
	Males.	Females.	Total.
Services dispensed with—			
For failure to pass examinations	0	2	2
For inefficient service	7	4	11
Services no longer required	2	2	4
For serious offences	4	0	4
Resigned—			
To follow other occupations or to perform household duties	23	21	44
To be married	0	30	30
On account of failing health	4	7	11
Died	5	0	5
TOTALS	45	66	111

Examination of teachers in December, 1897.

35. The annual general examination of teachers throughout the colony was held in December. There were 46 examining centres, of which 10 were in charge of the district inspectors and 36 in charge of the local police magistrates (or their deputies) assisted by school committees. The number of teachers examined was 654, which was 119 more than the number examined in 1896, and includes 89 teachers employed in Roman Catholic schools. Details of the examination are given in the following table:—

For Promotion to the Status of—	Males.		Females.		Total.		Percentage of Passes.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	1897.	1896.
Pupil-Teacher of the First Class	37	26	95	68	134	94	71·2	92·6
„ „ Second Class	63	50	147	105	210	155	73·8	97·2
„ „ Third Class	36	28	60	56	96	84	87·5	100
„ „ Fourth Class	14	14	38	36	52	50	96·2	96·8
Teacher—Class III.	35	17	38	26	73	43	58·9	57·4
„ „ II.	50	5	23	2	73	*7		
„ „ I.	15	1	3	0	18	*1		
Totals	250	141	404	293	654	434		

* The examinations for Class II. and Class I. may be taken by instalments from year to year, and generally are so taken. The passes here recorded are for the completed examinations only.

INSPECTION.

Changes in the staff of inspectors.

36. At the beginning of the year Mr. J. J. Caine was again placed on the inspecting staff, and Mr. Platt was taken from field duty to assist in the office of the General Inspector. In April Mr. Scott was appointed Inspector of Orphanages, and his place was filled by the promotion of Mr. O. Radcliffe, head teacher of the Breakfast Creek school.

Schools inspected.

37. The total number of inspections made by the 10 district inspectors in the field (exclusive of incidental visits and special inquiries) was 828, of which 800 were detailed inspections. The others were supplementary inspections of schools which had been examined in detail at an earlier period of the year. From unavoidable causes 12 of the schools open at some time during the year were not inspected. Thirty-nine detailed inspections were made of Roman Catholic and other schools not under the control of the Department.

The Annual General Reports of the inspectors are appended.

EXPENDITURE.

On primary, secondary, and technical education.

38. The expenditure on Primary Education was £213,115 17s. 2d. On Grammar Schools and University Education it was £14,189 3s. On Technical Education, the Museum, and Schools of Arts it was £7,707 2s. 10d. The whole sum spent on Education was £235,012 3s., being £23,249 0s. 2d. more than was spent in 1896.

Compared with 1896.

39. In the following tabular statement the gross departmental expenditure in 1897 is compared in detail with that in 1896:—

Branches of Expenditure.	1897.			1896.			Increase.		
	£	s.	d.	£	s.	d.	£	s.	d.
1. Primary Education	213,115	17	2	192,074	17	0	21,041	0	2
2. Scholarships and Exhibitions	4,189	3	0	3,713	11	9	475	11	3
3. Endowments to Grammar Schools	10,000	0	0	10,000	0	0	Nil.		
4. Museum and Technical Education	5,138	7	5	3,442	13	10	1,695	13	7
5. Schools of Arts—Grants in Aid	2,568	15	5	2,532	0	3	36	15	2
	235,012	3	0	211,763	2	10	23,249	0	2

40. The following tabular statement gives an analysis of the increase in the expenditure on Primary Education alone:— Items of increase.

Nature of Increase.	Amount.
	£ s. d.
Salaries and allowances of teachers	19,284 11 11
Inspection	758 6 1
School cleaning and incidentals	629 0 7
School requisites	210 8 11
Administration	87 4 10
Provisional school buildings	71 7 10
Total	21,041 0 2

41. Of £213,115 17s. 2d., the total cost of Primary Education, £173,862 2s. 2d., must be charged to the State schools, and £39,253 15s. to the provisional schools. Cost of State and provisional schools.

42. The cost of administration was £5,249 8s. 2d., or about 2·2 per cent. of the gross departmental expenditure. Administration.

43. The cost of inspection was £6,669 4s. 3d., or a little under 3 per cent. of the expenditure on Primary Education alone. Inspection.

44. In State schools the average cost per head during the twenty-two years ending 31st December, 1897, was as follows:— Cost per head in State schools.

Year.	(A) Including the Total Expenditure for the Year in connection with State Schools.			(B) Including Teachers' Salaries and Allowances and Incidental Expenditure only.		
	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1876	2 11 10	3 4 10	5 3 4	1 17 11	2 10 8	4 0 8
1877	2 14 8½	3 13 1	5 6 7½	1 17 11½	2 10 8½	3 13 11¾
1878	2 15 8¼	3 14 2¾	5 9 3	1 19 2¾	2 12 3¼	3 16 11¼
1879	2 15 7½	3 12 11¼	5 8 0¼	2 2 4¼	2 15 6¼	4 2 3
1880	2 17 1½	3 13 8¼	5 4 3¼	2 3 8½	2 16 4¾	3 19 9½
1881	2 15 10	3 13 1¼	5 4 0	2 3 2¾	2 16 7	4 0 5¾
1882	2 15 4½	3 13 0¼	5 7 8¼	2 2 9¾	2 16 5½	4 3 3¼
1883	2 18 3¾	3 18 2	5 11 9¾	1 19 7¾	2 13 0	3 15 10
1884	2 19 2¾	3 18 3¾	5 12 2½	1 19 5	2 12 1½	3 14 8¼
1885	3 3 6½	4 3 6¼	5 18 1¼	2 4 8¼	2 18 8¾	4 3 0½
1886	3 2 7½	4 1 10	5 15 4½	2 4 7¼	2 17 11¼	4 2 2¼
1887	3 1 3½	3 19 9½	5 11 8	2 4 7¾	2 18 1½	4 1 4½
1888	2 17 2½	3 13 7	5 0 9½	2 4 9¼	2 17 8¼	3 18 10½
1889	2 19 10	3 17 0¾	5 6 6	2 4 8¾	2 17 2¾	3 18 10¼
1890	3 1 11	3 19 3¾	5 11 10	2 6 3¼	2 19 3	4 3 6¾
1891	2 17 11¼	3 14 0¾	4 19 10	2 6 2½	2 19 1	3 19 7½
1892	2 13 10¾	3 8 4½	4 12 11	2 7 2	2 19 10	4 1 3½
1893	2 8 7	3 0 5	4 6 7½	2 3 5¾	2 12 7¼	3 17 6¼
1894	2 5 3¼	2 16 5¾	3 16 5¼	2 2 10	2 13 5	3 12 3½
1895	2 2 8¼	2 15 1½	3 13 8½	2 0 1¼	2 11 10	3 9 3½
1896	2 0 6	2 11 0	3 7 9¼	1 17 10¾	2 7 11	3 3 6¾
1897	2 3 1	2 13 0¼	3 8 7¼	2 0 6	2 9 8¼	3 4 6

45. In provisional schools the average cost per head during the twenty-two years ending 31st December, 1897, was as follows:— Cost per head in provisional schools.

Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.
	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
1876 ...	1 11 4	2 3 4	3 8 3	1887 ...	2 6 2	2 15 1	3 16 10¾
1877 ...	1 16 9	2 4 7½	3 4 8	1888 ...	2 7 8¾	2 16 10¾	3 17 4¼
1878 ...	2 1 1½	2 9 11	3 12 4¾	1889 ...	2 7 1	2 17 10	4 0 7¾
1879 ...	2 4 4¾	2 16 4	4 4 2¾	1890 ...	2 5 11¼	2 15 9	3 19 1½
1880 ...	2 1 1¾	2 11 4¼	3 12 7¾	1891 ...	2 7 7½	2 16 6	3 18 10½
1881 ...	2 3 6½	2 13 11½	3 17 1¼	1892 ...	3 2 7½	3 15 1½	5 4 4¼
1882 ...	2 0 2¾	2 10 10¾	3 13 2½	1893 ...	2 17 4½	3 7 8	4 14 8
1883 ...	1 18 0	2 8 3¼	3 9 9	1894 ...	2 14 5	3 5 3¼	4 10 10
1884 ...	1 19 8¾	2 10 5¼	3 12 4½	1895 ...	2 17 6	3 9 9¾	4 14 9¼
1885 ...	2 5 4¾	2 17 5	4 2 2¾	1896 ...	2 18 3¾	3 3 3	4 7 2¾
1886 ...	2 6 9¼	2 16 3½	4 0 0¼	1897 ...	2 14 10	3 4 6	4 6 6¾

STATISTICAL TABLES.

Table A.

COMPARATIVE VIEW of PRIMARY SCHOOL OPERATIONS during TWENTY successive YEARS, 1878–97.

YEAR.	NUMBER OF SCHOOL DEPARTMENTS.	NUMBER OF INSTRUCTORS.							ANNUAL ENROLMENT.			MEAN QUARTERLY ENROLMENT.			AVERAGE DAILY ATTENDANCE.									EXPENDITURE.	
		TEACHERS.				PUPIL TEACHERS.		TOTAL INSTRUCTORS.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	PERCENTAGE OF THE ANNUAL ENROLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLMENT.			SALARIES AND ALLOWANCES.	BUILDING, FURNISHING, RENT, AND REPAIRS.
		Males.		Females.		Males.	Females.											Boys.	Girls.	Total.	Boys.	Girls.	Total.		
		Masters.	Assistants.	Mistresses	Assistants.																			£ s. d.	£ s. d.
1878 ...	305	235	74	61	135	133	230	868	20,840	19,821	40,661	15,756	15,001	30,757	10,983	10,011	20,994	52·70	50·51	51·63	69·71	66·74	68·23	76,015 1 9	17,182 2 6
1879 ...	319	252	74	64	152	152	230	924	21,861	19,519	41,380	16,527	15,184	31,711	11,340	10,078	21,418	51·84	51·63	51·76	69·22	66·37	67·54	82,701 18 8	18,688 18 11
1880 ...	345	275	74	70	160	168	242	989	22,623	20,682	43,305	17,255	16,255	33,510	12,431	11,387	23,818	54·95	55·06	55·00	72·04	70·52	71·08	89,546 3 10	15,874 0 0
1881 ...	341	283	71	58	166	141	203	922	21,517	18,792	40,309	16,370	14,588	30,958	11,616	10,136	21,752	53·99	53·94	53·96	70·96	69·49	70·26	86,504 2 4	13,605 7 0
1882 ...	366	285	68	81	171	127	203	935	22,251	19,458	41,709	16,751	15,027	31,778	11,543	10,067	21,610	51·88	51·74	51·81	71·02	69·03	70·08	86,891 5 1	13,555 11 0
1883 ...	387	292	79	95	206	139	216	1,027	24,529	21,733	46,262	18,253	16,474	34,727	12,869	11,378	24,247	52·46	52·35	52·41	70·50	69·06	69·82	90,153 19 9	29,443 2 1
1884 ...	424	321	98	102	211	143	286	1,161	27,678	24,878	52,556	20,891	19,034	39,925	14,793	13,070	27,863	53·44	52·51	53·01	70·81	68·66	69·79	102,320 6 3	36,940 9 4
1885 ...	447	333	108	113	266	163	302	1,285	28,899	26,911	55,810	22,285	20,358	42,643	16,007	14,110	30,117	55·29	52·51	54·00	71·82	69·30	70·62	122,874 1 0	32,504 8 8
1886 ...	479	358	111	122	252	172	368	1,383	30,902	28,037	58,939	23,860	21,901	45,761	17,135	15,115	32,250	55·45	53·91	54·71	71·81	69·01	70·25	130,348 15 3	31,450 1 6
1887 ...	527	387	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,457	49,418	19,155	16,164	35,319	56·92	53·78	55·44	73·78	68·91	71·47	141,169 0 6	36,824 9 2
1888 ...	552	396	140	154	289	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269	20,585	18,341	38,926	58·04	56·81	57·31	74·37	71·66	73·07	151,830 10 6	24,158 7 8
1889 ...	584	422	145	158	332	135	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860	21,390	19,082	40,472	57·18	55·95	56·46	73·55	71·25	72·45	157,614 2 4	32,219 4 4
1890 ...	621	446	158	173	363	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640	21,712	19,124	40,836	56·05	55·36	55·72	71·24	69·67	70·84	167,138 17 10	35,430 16 8
1891 ...	639	450	157	185	407	92	213	1,504	40,232	36,905	77,137	31,882	29,080	60,962	23,815	21,189	45,004	59·19	57·41	58·34	74·69	72·89	73·82	175,875 6 1	28,148 17 3
1892 ...	657	455	171	198	437	83	154	1,498	41,382	37,507	78,889	32,628	30,035	62,663	24,268	21,707	45,975	58·64	52·45	58·26	74·37	66·53	73·36	187,964 4 0	11,225 15 7
1893 ...	691	477	185	208	442	60	113	1,485	41,037	37,293	78,330	33,178	30,286	63,464	23,539	20,893	44,432	57·36	56·02	55·46	70·94	68·98	70·01	175,478 18 6	11,608 5 2
1894 ...	698	466	182	230	431	52	109	1,470	39,977	36,062	76,039	31,988	29,239	61,227	23,828	21,222	45,050	59·71	58·93	59·34	74·49	72·58	73·58	166,941 6 10	6,596 1 1
1895 ...	738	472	177	255	403	81	147	1,535	43,428	39,409	82,837	33,881	30,809	64,690	25,542	22,728	48,270	58·81	57·67	58·27	75·39	73·77	74·61	172,934 9 7	13,099 12 4
1896 ...	772	478	179	284	404	141	231	1,717	47,505	43,272	90,780	37,772	34,724	72,496	28,618	25,698	54,316	60·24	59·38	59·83	75·76	74·00	74·92	179,202 0 5	14,232 9 7
1897 ...	797	484	176	304	414	165	282	1,825	49,361	45,667	95,028	40,456	37,301	77,757	31,339	28,409	59,748	63·50	62·20	62·87	77·46	76·16	76·84	199,081 0 6	28,190 18 3

NOTE.—After the 31st day of July, 1896, children under six years of age have not been admitted.

Cost per head in all schools based on average attendance.

46. For all schools—State and provisional—the total expenditure on primary education, £213,115 17s. 2d., divided by the average daily attendance, 59,748, gives £3 11s. 4d. as the average cost of each pupil in attendance all over the service. In 1896 the average cost was £3 10s. 8¾d.

Cost per head in all schools based on net enrolment.

47. For all schools—State and provisional—the total expenditure on primary education, £213,115 17s. 2d., divided by the net enrolment, 85,229, gives £2 10s. as the average cost of each child who claimed the right to instruction during the year 1897. In 1896 the average cost was £2 6s. 11¾d.

Local subscriptions received in 1897.

48. The local contributions towards the cost of State school buildings during the year 1897 amounted to £3,012 2s. 11d. A statement of the local subscription account is given in Table M, appended to this Report.

SCHOLARSHIPS, BURSARIES, AND EXHIBITIONS.

Candidates for scholarships an bursaries to grammar schools.

49. At the Annual Examinations held in December, 1897, 62 schools sent up 182 boys, and 45 schools sent up 104 girls to compete for State scholarships and bursaries to grammar schools. Scholarships were awarded to 27 boys and 9 girls, and bursaries were awarded to 6 boys and 2 girls, in both cases in the order of merit.

Bursaries to the Agricultural College.

50. For the four available bursaries to the State Agricultural College at Gatton there were only three candidates, and they all passed the examination and received bursaries.

State scholars in grammar schools at the end of 1897.

51. The total number of State scholars attending grammar schools during the last quarter of the year 1897 was 257, as tabulated below:—

Grammar Schools for Boys.		Grammar Schools for Girls.	
Brisbane ...	116	Brisbane ...	41
Ipswich ...	18	Ipswich ...	7
Rockhampton	10	Rockhampton	4
Maryborough	19	Maryborough	12
Townsville ...	*12		
Toowoomba	18		
Total	193	Total	64

* One of these was a girl.

Conduct and progress of State scholars.

52. With rare exceptions the quarterly reports from the heads of the grammar schools on the attendance, conduct, and progress of the State scholars were satisfactory.

Exhibitions to Universities.

53. The usual examination for Exhibitions to Universities to be awarded to pupils of grammar schools was held in November, 1897, when 8 candidates presented themselves—5 from Brisbane, 1 from Ipswich, 1 from Maryborough, and 1 from Rockhampton. To the three of these candidates who showed the highest merit exhibitions were awarded, 2 of the successful candidates being pupils of the Brisbane Boys' Grammar School and 1 a pupil of the Rockhampton Boys grammar school. Two of the the three had been holders of Grammar School scholarships from the State schools. There was no female candidate on this occassion.

Number won by State scholars.

54. Of the 60 exhibitions granted from the year 1878, when they were first established, to 1897, 44 have been gained by students who had previously won scholarships from the State schools.

ORPHANAGES.

Inspector of Orphanages.

55. The vacancy caused by the death of the late Inspector, Mr. Horrocks, was filled by the transfer of Mr. Walter Scott from the school inspection staff. Mr. Scott commenced his duties as Inspector of Orphanages in April, 1897.

Report of Inspector.

56. The report furnished by the Inspector of Orphanages shows that at the end of the year 1897 there were 1,616 children under the control of the State—a decrease of 12 for the year. The expenditure for 1897 amounted to £22,181 19s. 8d.—an increase of £401 14s. 2d. on the expenditure for the preceding year.

57. The distribution of the children is shown in the following table:— Distribution of orphans.

——	Inmates.	Boarded Out.	Hired Out, Apprenticed, or Adopted.	At Hospital.	Total.
Diamantina Orphanage and Receiving Depôt ...	17	341	169	1	528
St. Vincent's, Nudgee	380	1	105	...	486
Infants' Home, Brisbane	8	...	...	...	8
Rockhampton Orphanage...	6	60	42	2	110
Meteor Park (Central Railway)	201	1	81	...	283
Townsville Orphanage	99	...	59	...	158
Nundah Training Home	23	...	...	...	23
Holy Cross Retreat, Wooloowin	20	...	...	...	20
	754	403	456	3	1,616

THE MUSEUM.

58. From the Report of the Trustees of the Museum it appears that the number of visitors during 1897 was 61,484. Of these 45,540 attended on week-days and 15,944 on Sundays. This is an increase of 1,153 on the number recorded for 1896. The Museum was open on 316 days during the year. The total expenditure on the Museum was £951 19s. 3d., showing an increase of £168 14s. 7d. on the expenditure for 1896.

APPENDICES.

59. The tables which follow this Report show in detail the operations of the Department during the year.

The following is a list of the Appendices:—

Report of the General Inspector.

Reports of the District Inspectors.

Examination papers given in December, 1897, to candidates for Grammar School Scholarships, and to teachers and pupil-teachers.

[L S.]

D. H. DALRYMPLE.

Department of Public Instruction,
16th May, 1898.

STATISTICAL TABLES

TABLE A

[illegible]

[illegible]

Note.— After the first day of July, [illegible], children under six years of age have not been admitted.

T. McINTYRE, Registrar.

Table B.

SCHOOLS IN OPERATION, 1897.

—	AT THE BEGINNING OF THE YEAR.			SOMETIME DURING THE YEAR.			AT THE CLOSE OF THE YEAR.		
	1896.	1897.	Increase in 1897.	1896.	1897.	Increase in 1897.	1896.	1897.	Increase in 1897.
State Schools	383	385	2	386	389	3	385	388	3
Provisional Schools	348	378	30	382	404	22	374	399	25
Schools at Benevolent and Reformatory Establishments	3	4	1	4	4	0	4	4	0
TOTALS	734	767	33	772	797	25	763	791	28

T. McINTYRE, Registrar.

Table C.

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE during 1897.

SCHOOLS.	ATTENDANCE, 1897.									STAFF OF INSTRUCTORS, 1897.							EXPENDITURE, 1897.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£ s. d.	£ s. d.	
STATE SCHOOLS.																			
1. Albany Creek	20	15	35	16	13	29	12	11	23	1	...	...	...	...	...	1	104 15 1	35 10 0	
2. Alberton	38	44	82	35	42	77	25	29	54	1	...	...	...	...	1	2	223 15 9	59 14 6	
3. Aldershot	44	40	84	37	34	71	34	32	66	1	...	...	...	1	...	2	263 5 0	0 6 0	
4. Alfred	27	24	51	23	21	44	18	17	35	1	...	...	...	...	...	1	192 19 6	51 7 6	
5. Allora	136	138	274	122	120	242	98	96	194	1	...	...	2	2	1	6	575 10 0	2 10 0	
6. Alpha	89	61	150	73	46	119	52	35	87	1	...	...	...	1	1	3	318 12 1	0 5 0	
7. Apple-tree Creek	85	71	156	74	64	138	56	46	102	1	...	...	1	...	1	3	166 9 10	558 18 0	Opened 5th July, 1897.
8. Aramac	45	42	87	39	35	74	30	25	55	1	...	...	...	...	1	2	216 12 6	4 7 6	
9. Ashgrove	84	61	145	74	52	126	56	36	92	1	...	...	1	1	...	3	350 16 6	255 2 8	
10. Ashwell	52	39	91	46	35	81	36	27	63	1	...	...	1	...	...	2	278 17 3	58 17 6	
11. Aspley	76	68	144	63	56	119	49	40	89	1	...	...	...	1	1	3	389 6 2	31 5 0	
12. Augathella	41	50	91	34	45	79	27	39	66	1	...	...	...	...	1	2	217 11 8	12 15 0	
13. Ayr	66	49	115	57	43	100	42	32	74	1	...	...	1	...	1	3	288 5 11	198 0 0	
14. Bald Hills	72	73	145	61	61	122	49	49	98	1	...	...	1	...	1	3	371 3 3	9 15 0	
15. Banana	31	27	58	24	22	46	17	18	35	1	...	...	...	...	...	1	148 19 7	65 14 0	
16. Barcaldine	161	150	311	135	124	259	107	98	205	1	1	...	1	...	3	6	786 0 10		
17. Barolin	71	66	137	58	50	108	44	42	86	1	...	...	1	1	...	3	392 11 5	245 12 6	
18. Beaudesert	77	77	154	64	67	131	49	51	100	1	...	...	...	2	...	3	345 2 11	235 18 6	
19. Beenleigh	174	165	339	149	138	287	111	98	209	1	...	...	1	3	1	6	591 17 2	44 14 0	
20. Belmont	18	21	39	15	19	34	12	12	24	1	...	...	...	...	...	1	106 2 1	0 8 0	
21. Biarra	36	21	57	30	19	49	22	16	38	1	...	...	...	...	...	1	165 13 5	36 10 0	
22. Blackall	120	113	233	109	102	211	81	76	157	1	1	...	1	...	2	5	530 14 8	3 0 0	
23. Black Jack	63	51	114	52	41	93	37	27	64	1	1	...	...	...	...	2	362 14 4	53 17 0	
24. Blackstone	102	75	177	79	63	142	67	53	120	1	...	...	2	...	...	3	380 15 0	53 7 0	
25. Blantyre	45	45	90	40	40	80	28	28	56	1	...	...	...	...	1	2	218 7 8		
26. Blenheim	48	55	103	41	48	89	29	33	62	1	...	...	...	...	2	3	274 10 2	116 0 0	
27. Bogantungan	42	43	85	36	36	72	29	29	58	1	...	...	...	...	1	2	265 1 10	13 19 6	
28. Boonah	129	123	252	113	104	217	84	74	158	1	1	...	2	...	...	4	525 10 7	299 14 6	
29. Boulia	15	16	31	11	13	24	7	9	16	1	...	...	...	...	...	1	88 13 2		
30. Bowen—Boys	136	...	136	110	...	110	86	...	86	1	1	...	...	...	...	2	740 4 2	80 10 0	
31. „ Girls and Infants	38	123	161	23	92	115	16	62	78	...	...	1	1	...	1	3			
BRISBANE—																			
32. Bowen Bridge Road	514	539	1,053	418	439	857	342	356	698	1	3	...	6	2	4	16	1,656 15 10	1 11 6	
33. Breakfast Creek	193	170	363	149	131	280	116	99	215	1	...	...	3	2	...	6	842 16 0	19 14 0	
34. Bulimba	240	228	468	208	201	409	176	160	336	1	1	...	3	2	1	8	905 13 11	33 1 0	
35. Central—Boys	1,593	...	1,593	1,252	...	1,252	1,031	...	1,031	1	13	...	...	12	...	26	4,941 5 11	735 11 0	
36. „ Girls	...	1,126	1,126	...	884	884	...	682	682	...	...	1	11	...	4	16			
37. „ Infants	173	160	333	108	102	210	87	80	167	...	...	1	1	...	3	5			
38. Coorparoo	364	319	683	272	212	484	224	169	393	1	2	...	4	...	3	10	1,181 9 6	181 1 0	
39. Dunellan	155	177	332	106	134	240	80	100	180	1	...	...	2	1	2	6	549 6 7		

Boys	995	...	995	770	...	770	630	...	630	1	8	...	8	5	1	16	3,386	[illegible]	[illegible]	17	18	6
41. „ Girls	...	815	815	...	634	634	...	475	475	...	...	1	7	...	5	13						
42. „ Infants	306	255	561	208	176	384	161	134	295	...	...	1	3	...	4	8						
43. **Ithaca Creek**	194	163	357	154	136	290	121	104	225	1	1	...	2	1	1	6	757	4	7	53	6	0
44. **Junction Park**	496	418	914	399	335	734	340	280	620	1	3	...	7	2	2	15	1,503	15	0			
45. **Kangaroo Point**—Boys	492	...	492	378	...	378	309	...	309	1	4	...	...	2	1	8	2,185	3	11	35	15	0
46. „ Girls	...	521	521	...	382	382	...	279	279	...	...	1	5	1	1	8						
47. „ Infants	190	167	357	121	111	232	92	81	173	...	...	1	1	...	3	5						
48. **Kelvin Grove Road**—Boys	432	...	432	359	...	359	296	...	296	1	2	...	2	2	1	8	1,692	14	9	553	15	0
49. „ Girls and Infants ...	149	458	607	100	373	473	79	294	373	...	...	1	4	...	4	9						
50. **Leichhardt street**—Boys	510	...	510	409	...	409	332	...	332	1	2	...	3	3	...	9	2,279	19	8	338	14	0
51. „ Girls	...	524	524	...	375	375	...	299	299	...	...	1	5	...	3	9						
52. „ Infants	157	151	308	104	103	207	82	80	162	...	...	1	1	...	2	4						
53. **Milton**	513	509	1,022	421	411	832	332	303	635	1	2	...	6	2	4	15	1,628	7	8	3	12	9
54. **Petrie Terrace**—Boys	574	...	574	453	...	453	358	...	358	1	4	...	...	4	...	9	2,195	15	11	118	3	0
55. „ Girls and Infants	137	660	797	88	484	572	62	355	417	...	...	1	5	...	4	10						
56. **South Brisbane**—Boys	442	...	442	367	...	367	270	...	270	1	2	...	2	3	...	8	1,861	7	11	66	5	6
57. „ Girls and Infants	158	525	683	107	407	514	83	321	404	...	...	1	4	...	6	11						
58. **Toowong**	245	277	522	207	235	412	152	178	330	1	1	...	3	1	2	8	967	17	5	3	4	0
59. **West End**—Boys	366	...	366	295	...	295	239	...	239	1	1	...	2	3	...	7	1,633	9	1	220	9	0
60. „ Girls	...	333	333	...	266	266	...	209	209	...	...	1	2	...	3	6						
61. „ Infants	133	116	249	98	80	178	74	61	135	...	...	1	1	...	2	4						
62. **Woolloongabba**—Boys	589	...	589	469	...	469	381	...	381	1	4	...	2	3	...	10	2,465	14	7	510	14	0
63. „ Girls and Infants	211	673	884	142	530	672	106	400	506	...	...	1	8	...	4	13						
64. **Brookfield**	58	56	114	51	46	97	33	31	64	1	...	...	...	1	...	2	325	7	3	27	5	0
65. **Buderim Mountain**	37	34	71	29	30	59	24	24	48	1	...	...	...	...	...	1	197	4	4			
66. **Bulwer**	13	18	31	11	14	25	9	11	20	1	...	...	...	...	...	1	95	12	5	77	0	0
67. **Bundaberg, Central**—Boys	305	...	305	233	...	233	180	...	180	1	2	...	1	1	...	5	1,469	18	2	167	10	5
68. „ „ Girls and Infants ...	101	442	543	61	304	365	43	229	272	...	...	1	4	...	3	8						
69. „ East	178	155	333	144	124	268	119	97	216	1	1	...	2	...	2	6	674	5	3	12	6	0
70. „ North	125	152	277	97	99	196	75	73	148	1	...	...	2	...	1	4	416	8	8	2	18	0
71. „ South	432	387	819	336	295	631	263	223	486	1	2	...	7	...	3	13	1,219	1	4	277	17	0
72. **Bundamba, Lower**	210	168	378	170	139	309	141	106	247	1	1	...	3	1	1	7	833	10	3	47	7	0
73. „ Upper	15	18	33	14	16	30	10	12	22	1	...	...	...	...	...	1	94	18	8	1	0	0
74. **Bunya**	13	10	23	10	8	18	6	6	12	1	...	...	...	...	...	1	91	19	10	35	0	0
75. **Burketown**	19	16	35	15	14	29	13	10	23	1	...	...	...	...	...	1	155	15	11	0	7	6
76. **Burnett Heads**	47	46	93	35	34	69	27	28	55	1	...	...	...	1	...	2	225	0	1	3	9	3
77. **Burnside**	35	41	76	31	37	68	22	26	48	1	...	...	...	...	1	2	183	0	4	0	7	6
78. **Caboolture, North**	57	74	131	49	59	108	39	48	87	1	...	...	1	...	1	3	280	5	8	54	9	0
79. „ South	37	23	60	30	21	51	22	15	37	1	...	...	...	...	...	1	140	11	3	19	9	6
80. **Cairns**	187	180	367	131	129	260	98	92	190	1	1	...	3	...	1	6	611	5	3	31	2	6
81. **Calliope**	61	47	108	49	37	86	36	27	63	1	...	...	1	...	...	2	249	1	4	1	0	0
82. **Calliope River**	11	8	19	10	8	18	9	7	16	...	...	1	...	...	...	1	76	6	0			
83. **Camp Flat**	13	15	28	11	14	25	9	12	21	1	...	...	...	...	...	1	103	14	9	68	13	0
84. **Capalaba**	20	20	40	16	13	29	11	8	19	1	...	...	...	...	...	1	101	3	2			
85. **Cardwell**	16	14	30	13	11	24	10	8	18	1	...	...	...	...	...	1	184	17	2	0	15	0
86. **Cattle Creek**	15	19	34	13	12	25	10	9	19	1	...	...	...	...	...	1	172	0	9	101	4	6
87. **Cawarral**	36	38	74	27	34	61	21	31	52	1	...	...	...	...	1	2	211	10	5	4	15	0
88. **Cedar Creek**	20	18	38	17	15	32	11	11	22	1	...	...	...	...	...	1	105	4	1	83	5	0
89. **Charleville**	278	273	551	210	206	416	162	156	318	1	2	...	3	...	2	8	1,071	1	9	12	13	2
CHARTERS TOWERS—																						
90. Central—Boys	796	...	796	646	...	646	502	...	502	1	7	...	...	5	...	13	3,237	9	8	280	16	6
91. „ Girls	...	815	815	...	591	591	...	435	435	...	...	1	6	...	4	11						
92. „ Infants...	261	263	524	178	173	351	126	121	247	...	...	1	2	...	6	9						
93. Millchester	152	135	287	120	109	229	93	88	181	1	1	...	1	...	2	5	589	10	3	585	14	6
94. Queenton	588	552	1,140	538	487	1,025	424	382	806	1	4	...	8	2	3	18	1,716	13	10	975	0	0
95. Richmond Hill	575	461	1,036	462	366	828	350	266	616	1	5	...	3	1	4	14	1,625	1	6			
96. **Childers**	129	107	236	101	84	185	77	62	139	1	...	...	1	...	2	4	403	6	0			
97. **Chinchilla**...	55	45	100	45	36	81	34	28	62	1	...	...	...	...	1	2	285	15	9	22	10	0

139.	Enoggera	90	94	184	81	82	163	66	68	134	1	...	...	2	...	...	3	456	9	[illegible]	[illegible]	10	0
140.	Esk	81	80	161	68	65	133	58	52	110	1	...	...	1	...	1	3	377	4	5	42	15	0
141.	Eton	84	53	137	71	47	118	56	38	94	1	...	...	1	1	...	3	380	11	8	33	7	0
142.	Farm Creek	25	44	69	21	42	63	16	32	48	1	...	...	...	...	1	2	194	15	10			
143.	Fernvale	43	37	80	37	28	65	29	22	51	1	...	...	...	...	...	1	183	2	8	81	4	6
144.	Fig-tree Pocket	28	15	43	22	11	33	14	7	21	1	...	...	...	...	...	1	105	11	4	9	7	6
145.	Freestone Creek, Lower	28	40	68	25	35	60	16	19	35	1	...	...	...	...	...	1	207	3	8	98	0	0
146.	„ „ Upper	47	53	100	41	46	87	27	31	58	1	...	...	...	...	1	2	264	1	8	127	0	0
147.	Gatton	93	83	176	81	67	148	69	56	125	1	...	...	1	1	1	4	360	8	9	50	3	6
148.	Gayndah	73	76	149	59	68	127	40	50	90	1	1	...	...	...	1	3	383	10	4	102	16	2
149.	Geham	62	64	126	50	57	107	41	42	83	1	...	...	1	...	...	2	349	17	4	0	10	0
150.	Georgetown	48	54	102	42	42	84	35	34	69	1	...	...	1	...	...	2	353	11	8	3	0	0
151.	Geraldton	66	64	130	51	50	101	35	36	71	1	...	...	1	...	...	2	298	5	0	47	9	0
152.	Gin Gin	54	45	99	44	35	79	34	26	60	1	...	...	...	...	1	2	217	11	5	32	7	0
153.	Gladstone	122	133	255	99	101	200	71	69	140	1	1	...	1	...	1	4	443	17	10	49	9	0
154.	Glamorgan Vale	45	46	91	33	38	71	23	29	52	1	...	...	...	...	1	2	223	6	0	142	9	6
155.	Glencoe	48	24	72	42	24	66	33	20	53	1	...	...	...	1	...	2	277	4	2	48	2	0
156.	Glenmore	17	24	41	14	21	35	10	13	23	1	...	...	...	...	...	1	128	14	6			
157.	Glenvale	50	35	85	43	30	73	35	25	60	1	...	...	...	1	...	2	276	5	0	82	12	8
158.	Gomorron	28	34	62	25	28	53	15	18	33	1	...	...	...	...	...	1	163	15	3			
159.	Gooburrum	25	40	65	19	29	48	15	24	39	1	...	...	...	...	...	1	189	3	6	50	0	0
160.	Goodna	116	112	228	98	98	196	75	77	152	1	1	...	1	1	...	4	492	6	0			
161.	Goombungee	45	44	89	39	39	78	31	31	62	1	...	...	...	1	...	2	268	16	9			
162.	Goomburra	21	19	40	19	16	35	14	10	24	1	...	...	...	...	...	1	117	12	1			
163.	Goondiwindi	133	112	245	109	98	207	74	67	141	1	...	...	1	1	1	4	460	4	6	136	7	0
164.	Gowrie Creek	12	10	22	10	9	19	8	6	14	1	...	...	...	...	...	1	116	12	8			
165.	Gowrie Junction	60	58	118	56	50	106	45	39	84	1	...	...	1	...	...	2	314	13	6	66	5	0
166.	Gowrie Little Plain	38	35	73	32	30	62	26	24	50	1	...	...	...	...	...	1	188	8	7	0	10	0
167.	Gowrie Road	35	34	69	33	31	64	23	23	46	1	...	...	...	1	...	2	261	3	7	47	0	0
168.	Gracemere	63	63	126	51	48	99	43	41	84	1	...	...	1	...	...	2	252	8	8	62	10	0
169.	Gramzow	19	14	33	17	13	30	11	7	18	1	...	...	...	...	...	1	157	11	4			
170.	Grandchester	31	21	52	28	19	47	22	15	37	1	...	...	...	...	...	1	191	17	8			
	GYMPIE—																						
171.	Central—Boys	487	...	487	396	...	396	310	...	310	1	4	...	...	3	...	8	2,058	12	4	12	6	6
172.	„ Girls and Infants	143	555	698	93	466	559	70	352	422	...	...	1	6	...	4	11						
173.	Monkland	242	254	496	218	222	440	188	185	373	1	2	...	2	1	3	9	827	9	2	406	0	6
174.	One-Mile—Boys	503	...	503	412	...	412	329	...	329	1	2	...	3	2	...	8						
175.	„ Girls	...	462	462	...	378	378	...	300	300	...	...	1	4	...	3	8	2,175	19	8	13	11	4
176.	„ Infants	195	177	372	136	139	275	107	113	220	...	...	1	3	...	2	6						
177.	Two-Mile	54	52	106	38	39	77	28	33	61	1	...	...	...	1	...	2	290	15	0	46	11	0
178.	Halifax	44	32	76	42	27	69	34	19	53	1	...	...	...	...	1	2	193	18	6	118	10	0
179.	Harrison's Pocket	12	16	28	9	14	23	6	10	16	1	...	...	...	...	...	1	150	0	4	20	14	6
180.	Harrisville	47	55	102	39	47	86	32	38	70	1	...	...	1	...	...	2	317	16	8			
181.	Hatton Vale	43	44	87	39	38	77	28	29	57	1	...	...	1	...	...	2	318	10	6	6	6	0
182.	Helidon	24	31	55	19	27	46	13	20	33	1	...	...	...	...	...	1	113	14	11	57	10	0
183.	Hemmant	47	49	96	39	41	80	29	30	59	1	...	...	...	...	1	2	261	17	11	115	0	0
184.	Hendon	61	51	112	45	45	90	33	34	67	1	...	...	1	...	...	2	265	6	11			
185.	Herberton	97	109	206	78	93	171	63	77	140	1	1	...	...	2	...	4	558	8	2	157	2	6
186.	Hermitage	36	41	77	31	37	68	25	29	54	1	...	...	...	...	1	2	222	12	1	1	15	0
187.	Highfields	64	56	120	55	46	101	43	38	81	1	...	...	...	...	2	3	192	5	1	3	14	6
188.	Hillgrove	18	12	30	17	9	26	13	7	20	1	...	...	...	...	...	1	98	16	7			
189.	Hodgson	25	26	51	22	22	44	19	18	37	1	...	...	..	...	...	1	159	2	2	286	14	5
190.	Homebush	68	54	122	58	49	107	43	36	79	1	...	...	1	...	...	2	289	16	4	9	0	0
191.	Howard	128	121	249	110	100	210	96	86	182	1	1	...	1	...	2	5	561	19	8	9	13	0
192.	Hughenden	177	200	377	145	160	305	118	126	244	1	2	...	2	1	...	6	859	13	8	68	9	0
193.	Indooroopilly	145	123	268	111	116	227	90	91	181	1	...	...	3	...	1	5	589	9	0	126	17	6
194.	Indooroopilly Pocket	145	102	247	121	81	202	95	61	156	1	...	...	2	1	...	4	458	11	7	9	6	6
195.	Ingham	65	75	140	56	63	119	43	49	92	1	...	...	1	...	1	3	375	19	10	100	16	6
196.	Inglewood	38	36	74	32	30	62	22	20	42	1	...	...	...	...	...	1	189	17	2			

Table C—*continued*

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1897—*continued.*

Schools.	Attendance, 1897.									Staff of Instructors, 1897.							Expenditure, 1897.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£ s. d.	£ s. d.	
STATE SCHOOLS—*continued.*																			
Ipswich—																			
197. Central—Boys	172	...	172	128	...	128	106	...	106	1	3	...	...	...	...	4	715 9 1	50 10 0	
198. „ Girls and Infants	117	483	600	71	408	479	51	312	363	...	...	1	5	...	3	9	853 10 3	23 7 0	
199. Newtown	350	216	566	299	171	470	239	134	373	1	2	...	3	2	1	9	956 4 5	289 3 5	
200. North—Boys	240	...	240	197	...	197	161	...	161	1	2	...	1	...	...	4	1,164 17 0	84 0 9	
201. „ Girls and Infants	98	266	364	70	221	291	57	172	229	...	...	1	3	...	2	6			
202. West—Boys	326	...	326	244	...	244	196	...	196	1	1	...	...	4	...	6	1,060 17 8		
203. „ Girls and Infants	60	189	249	42	159	201	33	125	158	...	...	1	2	...	1	4			
204. Irvinebank	58	59	117	53	42	95	44	35	79	1	1	...	...	...	...	2	295 8 3	10 5 0	
205. Isisford	47	50	97	31	29	60	22	19	41	1	...	...	...	...	...	1	192 9 8	0 12 6	
206. Jondaryan	55	56	111	47	48	95	36	38	74	1	...	...	...	...	1	2	260 4 7	1 15 0	
207. Kalkie	41	56	97	35	51	86	26	41	67	1	...	...	1	...	...	2	315 14 1	0 17 6	
208. Kilkivan	53	49	102	43	40	83	35	33	68	1	...	...	...	1	...	2	293 6 0	1 4 0	
209. Killarney	78	80	158	71	70	141	54	53	107	1	1	...	1	...	...	3	421 10 10	106 0 0	
210. Kingsborough	18	12	30	14	11	25	11	10	21	...	...	1	...	...	...	1	96 9 4	101 0 0	
211. Kirchheim	52	55	107	44	49	93	37	41	78	1	...	...	1	...	...	2	400 1 11	55 0 0	
212. Kolan, South	89	64	153	72	54	126	58	38	96	1	...	...	1	1	...	3	435 6 8	381 3 0	
213. Kuranda	27	40	67	24	29	53	20	25	45	1	...	...	...	...	...	1	135 18 6	0 15 0	
214. Laidley, North	111	121	232	92	107	199	70	78	148	1	...	...	1	...	2	4	393 0 11	3 15 0	
215. „ South	41	36	77	29	22	51	19	15	34	1	...	...	...	...	...	1	199 7 6	4 1 6	
216. Lake's Creek	198	176	374	163	149	312	124	114	238	1	1	...	2	...	2	6	628 13 8	41 3 6	
217. Leyburn	30	43	73	28	39	67	24	34	58	1	...	...	...	...	1	2	259 18 5	34 10 0	
218. Loganholme	25	22	47	21	20	41	17	17	34	1	...	...	...	...	...	1	116 10 0	24 16 6	
219. Longreach	225	213	438	181	159	340	128	108	236	1	1	...	2	1	1	6	749 10 6		
220. Lord John Swamp	45	25	70	40	25	65	26	18	44	1	...	...	...	1	...	2	232 5 2	39 10 0	
221. Lowood	68	84	152	54	77	131	46	63	109	1	...	...	1	...	1	3	382 11 6		
222. Lytton	22	28	50	20	21	41	15	16	31	1	...	...	...	...	...	1	112 18 3	1 12 0	
223. Mackay—Boys	416	...	416	344	...	344	283	...	283	1	4	...	...	3	...	8	1,697 11 4	394 1 0	
224. „ Girls and Infants	101	461	562	70	395	465	55	312	367	...	...	1	4	...	4	9			
225. „ North	45	25	70	41	21	62	29	17	46	1	...	...	...	...	1	2	255 7 4	91 18 0	
226. Maida Hill	16	21	37	14	17	31	10	12	22	1	...	...	...	...	...	1	100 16 8	30 1 0	
227. Ma Ma Creek	33	34	67	27	32	59	21	22	43	1	...	...	...	...	...	1	143 16 11	0 10 0	
228. Marburg	85	69	154	74	60	134	62	49	111	1	...	...	1	1	...	3	383 12 10	264 12 6	
Maryborough—																			
229. Albert	534	507	1,041	448	408	856	372	334	706	1	5	...	5	...	5	16	1,713 12 1	88 10 0	
230. Central—Boys	328	...	328	270	...	270	235	...	235	1	2	...	1	2	...	6	1,568 14 1	232 15 0	
231. „ Girls	...	324	324	...	244	244	...	203	203	...	...	1	3	...	3	7			
232. „ Infants	116	114	230	79	82	161	68	60	137	...	...	1	1	...	2	4			

[illegible]. East ...	108	70	[illegible]	[illegible]	[illegible]	147	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	...	[illegible]	...	...	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]. St. Helen's	[illegible]	65	[illegible]	[illegible]	57	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	...	...	[illegible]	...	...	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]. Sunbury	36	37	73	27	27	54	22	21	43	1	...	...	...	...	...	1	221	18	11	6	[illegible]	[illegible]	
[illegible]. West ...	247	240	487	202	189	391	176	161	337	1	1	...	3	1	2	8	909	16	2	18	19	6	
237. Maytown ...	27	31	58	18	26	44	16	22	38	1	...	...	...	...	...	1	152	6	0	61	5	0	
238. Meringandan	40	35	75	34	29	63	25	21	46	1	...	...	...	1	...	2	250	1	0	70	8	0	
239. Merritt's Creek	43	39	82	34	35	69	25	28	53	1	...	...	...	...	1	2	201	17	2	28	7	6	
240. Milbong ...	32	29	61	26	25	51	17	16	33	1	...	...	...	...	...	1	238	4	2				
241. Miles ...	50	57	107	41	47	88	31	34	65	1	...	...	1	...	...	2	314	2	2				
242. Milora ...	35	32	67	29	22	51	25	17	42	1	...	...	...	...	...	1	156	12	8	113	8	0	
243. Minden ...	30	30	60	29	28	57	25	23	48	1	...	...	...	1	...	2	257	14	8	4	18	0	
244. Mirani ...	65	61	126	51	53	104	37	39	76	1	...	...	1	...	...	2	279	18	6	188	4	6	Opened 11th Mar., 1897.
245. Mitchell ...	114	105	219	91	86	177	65	63	128	1	...	...	1	1	1	4	399	11	7	6	7	0	
246. Moggill ...	34	28	62	29	26	55	24	23	47	1	...	...	...	...	...	1	235	4	11	79	15	0	
247. Montalbion	29	24	53	27	19	46	25	18	43	1	...	...	...	...	...	1	220	2	9				
248. Morven ...	35	27	62	29	22	51	23	18	41	1	...	...	...	1	...	2	245	6	2				
249. Mount Beppo	33	22	55	30	19	49	26	16	42	1	...	...	...	...	...	1	152	7	5				
250. Mount Crosby	35	26	61	32	23	55	27	19	46	1	...	...	...	...	...	1	190	8	5	4	12	0	
251. Mount Gravatt	88	85	173	72	66	138	56	52	108	1	...	...	2	...	...	3	427	3	11	101	0	6	
252. Mount Kent	20	23	43	16	21	37	11	14	25	1	...	...	...	...	...	1	142	13	6				
253. Mount Morgan	606	575	1,181	504	473	977	357	324	681	1	3	...	7	2	3	16	1,511	3	11	50	5	0	
254. Mount Perry	63	58	121	54	48	102	47	43	90	1	...	...	1	1	...	3	384	17	2	1	0	0	
255. Mount Walker	28	33	61	23	29	52	19	23	42	1	...	...	...	...	...	1	166	1	2				
256. Mungar ...	53	52	105	47	45	92	40	35	75	1	...	...	...	...	1	2	244	1	2	5	13	0	
257. Murphy's Creek	35	28	63	30	24	54	25	19	44	1	...	...	...	...	...	1	179	3	0	42	5	0	
258. Muttaburra	31	45	76	25	37	62	20	27	47	1	...	...	...	...	...	1	197	1	1	0	14	3	
259. Myrtle ...	78	75	153	68	61	129	54	50	104	1	...	...	1	...	1	3	382	9	4	65	7	6	
260. Nanango ...	40	40	80	33	38	71	28	34	62	1	...	...	1	...	...	2	305	6	1	164	16	1	
261. Nerang ...	42	41	83	39	37	76	29	29	58	1	...	...	...	...	1	2	241	9	2				
262. Normanby	36	34	70	31	29	60	25	23	48	1	...	...	...	1	...	2	203	11	7	51	7	6	
263. Normanton	105	108	213	84	89	173	64	68	132	1	1	...	1	...	1	4	613	8	9	66	9	0	
264. North Branch	9	15	24	8	12	20	5	8	13	1	...	...	...	...	...	1	91	6	9				
265. North Pine ...	64	71	135	50	60	110	38	45	83	1	...	...	...	1	1	3	266	15	1	30	0	0	
266. Nudgee ...	64	51	115	53	46	99	41	36	77	1	...	...	...	1	...	2	272	18	9	59	0	0	
267. Nundah ...	198	203	401	162	169	331	127	134	261	1	2	...	1	...	3	7	725	6	0	540	14	0	
268. Oakey Creek	36	31	67	30	26	56	22	19	41	1	...	...	...	...	...	1	173	19	8	104	1	0	
269. Owanyilla...	14	13	27	12	10	22	8	7	15	1	...	...	...	...	...	1	120	14	3	53	18	6	
270. Oxley ...	46	35	81	35	27	62	28	20	48	1	...	...	1	...	...	2	237	3	11	0	9	0	
271. Peak Mountain	52	47	99	45	41	86	35	31	66	1	...	...	1	...	...	2	309	18	5	3	5	0	
272. Pialba ...	55	69	124	42	54	96	33	40	73	1	...	...	...	...	1	2	220	8	10	6	8	0	
273. Pimpama ...	29	22	51	27	19	46	18	13	31	1	...	...	...	...	...	1	115	0	10	90	18	6	
274. Pine Hill ...	18	18	36	16	15	31	13	13	26	...	...	1	...	...	...	1	100	3	5	40	0	0	
275. Pine Mountain	33	26	59	30	23	53	22	16	38	1	...	...	...	...	...	1	171	0	1	19	18	0	
276. Pittsworth	85	78	163	72	64	136	59	46	105	1	...	...	1	1	...	3	433	6	9	7	14	0	
277. Plainland ...	38	46	84	33	42	75	24	29	53	1	...	...	...	1	...	2	271	0	1	8	0	0	
278. Plainview ...	24	24	48	21	22	43	16	17	33	1	...	...	...	...	...	1	172	14	5				
279. Port Douglas	37	42	79	31	38	69	25	32	57	1	...	...	...	1	...	2	225	15	4				
280. Postman's Ridge	16	12	28	13	12	25	9	7	16	1	...	...	...	...	...	1	97	6	0				
281. Pullen Vale	16	18	34	14	15	29	11	11	22	1	...	...	...	...	...	1	138	14	9				
282. Purga Creek	48	28	76	41	23	64	30	14	44	1	...	...	...	...	1	2	220	4	11	1	4	6	
283. Ramsay ...	21	19	40	20	17	37	16	15	31	1	...	...	...	...	...	1	127	19	7				
284. Ravenswood	189	156	345	161	137	298	135	112	247	1	2	...	1	...	3	7	855	3	7	98	14	6	
285. Redbank ...	19	17	36	16	17	33	14	15	29	1	...	...	...	...	...	1	37	8	8		...		Re-opened 6 Sept., 1897.
286. Redbank Plains	38	23	61	31	20	51	23	16	39	1	...	...	...	...	...	1	189	1	0	34	0	6	
287. Redland Bay	36	45	81	28	40	68	24	35	59	1	...	...	...	...	1	2	269	3	4	28	18	6	
288. Roadvale ...	34	40	74	31	35	66	24	26	50	1	...	...	...	1	...	2	197	11	0				

Table C—*continued*.

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1897—*continued*.

Schools.	Attendance, 1897.									Staff of Instructors, 1897.							Expenditure, 1897.						Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.			Building, Furnishing, and Repairs.			
										Males.		Females.											
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£	s.	d.	£	s.	d.	
PROVISIONAL SCHOOLS—*continued*.																							
92. Dahmongah	20	23	43	17	21	37	13	17	30	...	...	1	...	...	...	1	83	10	8	22	19	3	
93. Dalysford	14	12	26	12	9	21	10	7	17	...	...	1	...	...	...	1	76	14	11				
94. Darlington	37	21	58	33	19	52	24	14	38	1	...	...	...	...	...	1	108	14	3				
95. Deborah	12	9	21	10	9	19	7	7	14	1	...	...	...	...	...	1	94	9	11				
96. Deception Bay	3	15	18	3	11	14	2	8	10	...	...	1	...	...	...	1	65	3	11				
97. Deep Lead	24	26	50	20	22	42	16	16	32	1	...	...	...	...	...	1	123	8	10				
98. Delaney's Creek	13	15	28	11	13	24	9	9	18	...	...	1	...	...	...	1	75	0	8				
99. Diddillibah	16	25	41	13	21	34	9	15	24	1	...	...	...	...	...	1	103	7	7	20	0	0	
100. Djuan	20	16	36	16	15	31	11	13	24	1	...	...	...	...	...	1	102	2	11	6	18	0	
101. Doctor's Creek	16	34	50	16	33	49	12	24	36	1	...	...	...	...	...	1	113	17	2				
102. Domville	9	9	18	6	9	15	5	6	11	...	...	1	...	...	...	1	49	3	9	...			Opened 25th Jan., 1897.
103. Doongal, Lower	13	10	23	11	7	18	9	5	14	...	...	1	...	...	...	1	72	17	8				
104. Double Island Point	5	6	11	4	5	9	4	4	8	...	...	1	...	...	...	1	31	12	9				
105. Douglas Creek	9	10	19	8	8	16	6	7	13	1	...	...	...	...	...	1	101	14	3				
106. Dow's Creek	12	23	35	10	19	29	6	13	19	...	...	1	...	...	...	1	98	9	11				
107. Drummer's Creek	16	15	31	14	12	26	12	9	21	...	...	1	...	...	...	1	75	1	0				
108. Dry Paddock	10	3	13	10	3	13	9	3	12	...	...	1	...	...	...	1	27	7	8	...			Opened 9th Aug., 1897.
109. Duaringa	35	28	63	29	22	51	20	16	36	...	...	1	...	...	...	1	94	2	5				
110. Duingal	14	10	24	10	9	19	7	7	14	...	...	1	...	...	...	1	73	11	7				
111. Dulong	17	8	25	16	8	24	13	6	19	...	...	1	...	...	...	1	73	3	4	3	0	0	
112. Dundowran	24	26	50	17	18	35	10	11	21	...	...	1	...	...	...	1	85	1	0				
113. Dunmora	23	7	30	18	5	23	12	4	16	1	...	...	...	...	...	1	94	14	0				
114. Durham	12	7	19	9	5	14	6	5	11	1	...	...	...	...	...	1	114	1	4				
115. Durundur	6	11	17	6	10	16	5	8	13	...	...	1	...	...	...	1	53	9	9	...			Opened 13th Apl., 1897.
116. East Prairie	9	5	14	8	4	12	6	4	10	...	...	1	...	...	...	1	63	5	4				
117. Elbow Valley	24	16	40	23	13	36	15	10	25	...	...	1	...	...	...	1	84	3	6				
118. Electra	11	15	26	8	13	21	6	10	16	...	...	1	...	...	...	1	73	14	5				
119. Ellangowan	16	9	25	13	7	20	9	5	14	...	...	1	...	...	...	1	83	6	6				
120. Elphinstone	8	11	19	7	11	18	4	7	11	...	...	1	...	...	...	1	73	6	3	2	0	0	
121. Eromanga	7	8	15	7	7	14	6	6	12	...	...	1	...	...	...	1	44	0	7	45	0	0	Opened 5th July, 1897.
122. Etna Creek	18	14	32	15	14	29	13	12	25	...	...	1	...	...	...	1	86	12	3				
123. Eton Vale	17	11	28	14	10	24	12	9	21	...	...	1	...	...	...	1	84	14	8				
124. Eudlo	16	18	34	16	17	33	13	12	25	...	...	1	...	...	...	1	18	8	5	48	16	4	Opened 6th Sept., 1897.
125. Eulo	15	15	30	12	11	23	10	7	17	1	...	...	...	...	...	1	111	0	5				
126. Eumundi	16	19	35	14	18	32	10	14	24	...	...	1	...	...	...	1	69	8	2				
127. Eungella	8	9	17	7	8	15	6	7	13	1	...	...	...	...	...	1	103	1	10				
128. Euthulla	29	22	51	24	18	42	16	13	29	...	...	1	...	...	...	1	91	18	1				
129. Evelyn Scrub	11	6	17	11	6	17	10	6	16	...	...	1	...	...									

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1897—*continued.*

Schools.	Attendance, 1897.									Staff of Instructors, 1897.							Expenditure, 1897.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
193. Knapp's Creek	10	9	19	7	9	16	6	7	13	...	...	1	...	...	...	1	76 0 8		
194. Kobble Creek	15	16	31	14	15	29	10	11	21	1	...	...	...	...	...	1	104 10 3		
195. Kogan	6	9	15	6	9	15	6	8	14	...	...	1	...	...	...	1	15 1 6	...	Opened 4th Oct., 1897.
196. Kooroongarra, South	8	19	27	8	17	25	7	15	22	...	...	1	...	...	...	1	76 19 2		
197. Kunioon	18	10	28	17	6	23	11	4	15	...	...	1	...	...	...	1	73 3 5		
198. Lagoon Creek	21	13	34	20	11	31	13	8	21	...	...	1	...	...	...	1	84 1 5		
199. Lagoon Flat	21	23	44	19	22	41	12	16	28	1	...	...	...	...	...	1	106 8 9	20 0 0	
200. Lagoon Pocket	32	26	58	28	24	52	22	19	41	1	...	...	...	...	...	1	115 12 11		
201. Landsborough	26	21	47	22	14	36	17	10	27	1	...	...	...	...	...	1	104 11 7		
202. Laura	21	17	38	17	14	31	14	13	27	1	...	...	...	...	...	1	113 12 0		
203. Limestone	11	9	20	6	7	13	5	6	11	...	...	1	...	...	...	1	78 2 8	...	Closed 31st Dec., 1897.
204. Limestone Ridges	14	10	24	12	10	22	8	8	16	...	...	1	...	...	...	1	73 11 11		
205. Lockyer	11	9	20	10	9	19	8	7	15	...	...	1	...	...	...	1	74 14 6		
206. Logan Reserve	22	21	43	20	17	37	14	13	27	1	...	...	...	...	...	1	94 5 8		
207. " Village	24	18	42	21	14	35	16	9	25	...	...	1	...	...	...	1	85 7 2		
208. Lucinda Point (Dungeness)	14	11	25	10	9	19	8	8	16	...	...	1	...	...	...	1	86 10 1	20 0 0	
209. Macalister	22	17	39	22	14	36	17	10	27	...	...	1	...	...	...	1	84 14 3		
210. McDonald's Flat	21	22	43	12	15	27	10	11	21	1	...	...	...	...	...	1	109 15 1		
211. Mackinlay	8	8	16	8	8	16	7	6	13	...	...	1	...	...	...	1	65 10 9	50 0 0	Opened 16th June, 1897.
212. Macknade	15	16	31	11	12	23	9	9	18	...	...	1	...	...	...	1	74 14 0		
213. Macrossan Bridge	25	21	46	20	15	35	14	10	24	1	...	...	...	...	...	1	124 10 3		
214. Maleny	11	16	27	10	12	22	6	9	15	...	...	...	...	...	...	...	31 0 11	...	Opened 22nd July, 1897.
215. Mareeba	94	103	197	79	87	166	65	70	135	1	1	...	1	...	1	4	427 18 8	19 15 0	
216. Mareeba Gold Field	16	20	36	14	16	30	13	15	28	...	...	1	...	...	...	1	59 7 7		
217. Margoo	12	6	18	9	5	14	7	4	11	1	...	...	...	...	...	1	53 15 11	...	Opened 18th Jan., 1897.
218. Marian Mill	53	48	101	43	41	84	28	29	57	1	...	...	1	...	...	2	159 3 7		
219. Maroon	18	11	29	17	9	26	11	5	16	1	...	...	...	...	...	1	94 6 1		
220. Martintown	10	14	24	8	11	19	6	8	14	...	...	1	...	...	...	1	83 8 11		
221. Marton	20	13	33	18	12	30	13	10	23	...	...	1	...	...	...	1	92 19 4		
222. Maudsland	17	16	33	15	11	26	10	7	17	1	...	...	...	...	...	1	86 7 7		
223. Merryvale	16	17	33	14	16	30	11	11	22	...	...	1	...	...	...	1	76 17 9	36 15 0	
224. Milford	31	30	61	28	29	57	19	18	37	1	...	...	...	...	...	1	117 1 7		
225. Milsted	31	21	52	22	16	38	13	8	21	...	...	1	...	...	...	1	79 12 8		
226. Miriam Vale	17	18	35	11	14	25	9	11	20	...	...	1	...	...	...	1	68 7 7	...	Opened 25th Mar., 1897.
227. Miva	10	15	25	9	14	23	6	11	17	...	...	1	...	...	...	1	74 17 8		
228. Mocatty's Corner	12	10	22	8	8	16	6	7	13	...	...	1	...	...	...	1	57 2 6		
229. Monal	52	42	94	45	34	79	34	26	60	...	...	1	1	...	...	2	161 17 5		
230. Monkey Waterholes	26	20	46	25	18	43	17	12	29	1	...	...	...	...	...	1	85 9 6		
231. Moolboolaman	11	9	20	9	8	17	7	6	13	...	...	1	...	...	...	1	67 7 7	2 3 2	
232. Mooloolah	13	12	25	10	10	20	7	8	15	...	...	1	...	...	...	1	74 12 10	2 17 9	
233. Mooloolah Plains	15	6	21	14	5	19	11	4	15	...	...	1	...	...	...	1	75 5 2		

234. Moombra ...	13	15	28	11	14	25	9	12	21	...	...	1	...	...	...	1	77 14 8		
235. Moondoolan	6	7	13	5	6	11	4	3	7	...	...	1	...	...	...	1	64 14 8		
236. Moorang ...	22	18	40	19	18	37	13	13	26	...	...	1	...	...	...	1	86 15 11		
237. Morinish	7	9	16	7	9	16	2	3	5	...	...	...	...	...	...	...	19 14 10	...	Closed, 19th Mar., 1897.
238. Moss View	15	22	37	14	21	35	9	17	26	1	...	...	...	...	...	1	104 8 10		
239. Mountain View	40	36	76	37	34	71	24	23	47	1	...	...	1	...	...	2	185 16 5		
240. Mount Alford	23	20	43	18	18	36	13	11	24	...	...	1	...	...	...	1	84 1 11		
241. Mount Berryman	12	15	27	11	14	25	8	12	20	1	...	...	...	...	...	1	93 6 9	2 15 0	
242. Mount Bopple	26	31	57	20	24	44	13	16	29	1	...	...	...	...	...	1	109 0 9		
243. Mount Britten	7	8	15	6	8	14	5	8	13	...	...	1	...	...	...	1	75 3 1		
244. Mount Campbell	13	13	26	11	12	23	7	9	16	...	...	1	...	...	...	1	74 2 8	14 0 0	
245. Mount Cotton	15	15	30	13	14	27	11	12	23	1	...	...	...	...	...	1	95 11 3		
246. Mount Flinders	12	9	21	11	7	18	9	5	14	...	...	1	...	...	...	1	72 8 7		
247. Mount Forbes	14	18	32	13	17	30	10	15	25	1	...	...	...	...	...	1	113 18 1	3 16 0	
248. Mount French	15	15	30	13	15	28	10	11	21	...	...	1	...	...	...	1	79 8 6		
249. Mount Hedlow	23	13	36	21	12	33	18	10	28	1	...	...	...	...	...	1	105 13 2		
250. Mount Larcombe	9	10	19	9	10	19	8	8	16	...	...	1	...	...	...	1	73 19 6		
251. Mount Leyshon	5	15	20	5	15	20	4	12	16	1	...	...	...	...	...	1	17 9 1		
252. Mountside	13	9	22	13	8	21	11	6	17	...	...	1	...	...	...	1	74 9 3		
253. Mount Shamrock	14	7	21	14	6	20	12	6	18	...	...	1	...	...	...	1	74 17 10		
254. Mount Sylvia	30	35	65	27	30	57	21	23	44	1	...	...	...	...	...	1	116 10 8		
255. Mount Whitestone	23	28	51	19	28	47	14	21	35	1	...	...	...	...	...	1	112 11 2		
256. Muckadilla	19	20	39	15	12	27	11	9	20	1	...	...	...	...	...	1	114 15 11		
257. Mudgeraba	11	11	22	10	10	20	7	7	14	...	...	1	...	...	...	1	74 13 7		
258. Mudgeraba, Lower	14	18	32	12	17	29	10	12	22	...	...	1	...	...	...	1	69 10 5		
259. Mulga ...	11	17	28	8	13	21	7	10	17	...	...	1	...	...	...	1	73 9 7		
260. Mulgrave	30	33	63	24	28	52	15	17	32	1	...	...	...	...	...	1	103 8 6	50 0 0	Opened 1st Mar., 1897.
261. Mundoo ...	17	18	35	14	13	27	10	9	19	1	...	...	...	...	...	1	104 2 1	5 0 0	
262. Mungindi...	31	26	57	29	25	54	17	15	32	...	...	1	...	...	...	1	102 6 0		
263. Mungore	26	25	51	22	21	43	18	16	34	...	...	1	...	...	...	1	94 7 9		
264. Munna Creek	31	20	51	29	20	49	21	16	37	...	...	1	...	...	...	1	96 8 2	7 11 9	
265. Murray River	8	7	15	7	7	14	6	6	12	1	...	...	...	...	...	1	100 6 9		
266. Nambour ...	38	32	70	35	29	64	25	20	45	1	...	...	...	...	...	1	112 15 10		
267. Neardie ...	8	11	19	7	9	16	6	7	13	...	...	1	...	...	...	1	55 3 11		
268. Nebo ...	18	20	38	16	20	36	11	14	25	1	...	...	...	...	...	1	113 5 3	5 0 0	From State, 18th Jan., 1897.
269. Nellybri ...	3	6	9	3	6	9	2	5	7	1	...	...	...	...	...	1	52 8 4		
270. Nerang, Upper	32	22	54	30	20	50	18	12	30	...	...	1	...	...	...	1	92 4 9		
271. Neurum Creek	8	20	28	6	18	24	5	12	17	...	...	1	...	...	...	1	73 11 8		
272. New Zealand Gully	27	19	46	21	16	37	15	14	29	1	...	...	...	...	...	1	103 14 4		
273. Nigger Creek	20	13	33	17	13	30	14	9	23	...	...	1	...	...	...	1	98 12 3		
274. Nobby ...	13	13	26	13	13	26	9	10	19	...	...	1	...	...	...	1	9 10 5	50 0 0	Opened 15th Nov., 1897.
275. Normanby Gold Field	10	14	24	9	14	23	9	12	21	...	...	1	...	...	...	1	87 7 2		
276. North Eton	32	23	55	29	20	49	22	16	38	...	...	1	...	...	...	1	96 11 1		
277. North Maclean	12	14	26	11	12	23	9	10	19	...	...	1	...	...	...	1	88 19 3		
278. Northcote	14	17	31	12	16	28	7	12	19	1	...	...	...	...	...	1	118 14 4		
279. Norton ...	6	7	13	6	6	12	5	6	11	1	...	...	...	...	...	1	86 14 8		
280. Oakview ...	4	8	12	4	8	12	4	7	11	...	...	1	...	...	...	1	61 4 3		
281. Ormeau ...	15	16	31	10	14	24	7	11	18	1	...	...	...	...	...	1	100 16 1		
282. Paddock Swamp	10	8	18	8	7	15	7	7	14	...	...	1	...	...	...	1	74 12 5	4 2 0	Opened 25th Jan., 1897.
283. Palen Creek	10	14	24	9	12	21	7	8	15	...	...	1	...	...	...	1	74 0 6		
284. Paradise ...	41	28	69	35	26	61	27	19	46	1	...	...	1	...	...	2	217 1 0		
285. Park Ridge	9	18	27	6	15	21	5	10	15	...	...	1	...	...	...	1	73 7 0		
286. Peachester	7	11	18	6	9	15	5	7	12	...	...	1	...	...	...	1	71 6 11		
287. Pechey ...	17	15	32	14	15	29	10	12	22	1	...	...	...	...	...	1	103 11 10		
288. Pentland ...	38	26	64	34	21	55	29	17	46	1	...	...	...	...	...	1	127 3 5		
289. Perseverance Creek	20	16	36	16	13	29	12	9	21	1	...	...	...	...	...	1	102 11 2		
290. Pie Creek	20	17	37	16	13	29	11	8	19	...	...	1	...	...	...	1	75 14 1		
291. Pikedale No. 1	7	5	12	4	4	8	2	4	6	1	...	...	...	...	...	1	46 12 8		
292. Pikedale No. 2	4	7	11	3	6	9	2	6	8								46 12 8		
293. Pilton ...	12	5	17	12	4	16	10	4	14	...	...	1	...	...	...	1	73 1 8		

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance, during 1897—*continued.*

Schools.	Attendance, 1897.									Staff of Instructors, 1897.							Expenditure, 1897.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																			
396. Woowoonga	28	20	48	23	18	41	16	12	28	...	...	1	...	...	...	1	82 0 9	6 10 3	
397. Wright's Creek	28	16	44	18	11	29	13	8	21	...	...	1	...	...	...	1	87 8 0		
398. Wycarbah	21	17	38	19	14	33	11	11	22	1	...	...	...	...	...	1	105 3 8		
399. Wyreema	15	21	36	10	18	28	8	14	22	...	...	1	...	...	...	1	86 10 11		
400. Yamsion	7	13	20	7	11	18	5	8	13	1	...	...	...	...	...	1	93 4 0		
401. Yandaran Creek	14	10	24	10	9	19	6	8	14	...	...	1	...	...	...	1	72 2 9		
402. Yandilla	18	14	32	14	14	28	10	12	22	1	...	...	...	...	...	1	102 16 5		
403. Yandina	26	42	68	22	35	57	14	22	36	1	...	...	...	...	...	1	116 10 10		
404. Yingerbay	16	19	35	14	14	28	11	9	20	...	...	1	...	...	...	1	77 8 5		
SCHOOLS AT BENEVOLENT AND REFORMATORY ESTABLISHMENTS.																			
Deebing Creek	19	31	50	17	26	43	16	21	37	...	...	1	...	...	...	1	52 6 9		
Lytton Reformatory	107	...	107	75	...	75	63	...	63	1	...	...	...	...	...	1	124 7 6		
Murray Island	58	46	104	51	49	100	41	34	75	1	...	...	...	...	...	1	187 10 0		
Myora	12	18	30	11	17	28	9	16	25	1	...	...	...	...	...	1	66 16 11		
Totals:—																			
State	41,826	38,593	80,419	34,055	31,286	65,341	26,565	23,913	50,478	338	173	51	402	165	281	1,410	163,217 1 3	26,153 19 9	
Provisional	7,339	6,979	14,318	6,247	5,923	12,170	4,645	4,424	9,069	143	3	252	12	...	1	411	35,432 18 1	2,036 18 6	
Benevolent and Reformatory Establishments	196	95	291	154	92	246	129	72	201	3	...	1	...	...	...	4	431 1 2	...	
Grand Totals	49,361	45,667	95,028	40,456	37,301	77,757	31,339	28,409	59,748	484	176	304	414	165	282	1,825	199,081 0 6	28,190 18 3	

T. McINTYRE, Registrar.

Table D.

Year.	Gross Enrolment.	Net Enrolment.	Average Daily Attendance.	INCREASE.		
				Gross Enrolment.	Net Enrolment.	Average Daily Attendance.
1891	77,137	67,931	45,004	...	...	...
1892	78,889	70,495	45,975	1,752	2,564	971
1893	78,330	70,445	44,432	*559	*50	*1,543
1894	76,039	67,726	45,050	*2,291	*2,719	618
1895	82,837	74,542	48,270	6,798	6,816	3,220
1896	90,780	81,754	54,316	7,943	7,212	6,046
1897	95,028	85,229	59,748	4,248	3,475	5,432

* Decrease owing to raising of minimum age from *five* to *six*, and to general financial depression.

Table E.

Classification of Children.

	YEAR.	CHILDREN.			CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.			CLASS VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Classes in Operation at the close of the year	1887	...	...	...	506	490	514	478	471	494	416	411	442	297	291	324	37	37	54	...	...	...
	1888	...	...	...	530	506	530	505	504	532	469	468	496	303	303	330	50	50	65	...	...	...
	1889	...	...	...	566	545	566	541	540	566	503	502	528	360	359	385	56	57	72	...	...	...
	1890	...	...	...	603	584	603	550	552	574	489	491	513	433	433	459	82	82	101	...	...	...
	1891	...	...	...	609	596	609	576	576	602	531	531	557	366	366	392	91	92	115	...	...	...
	1892	...	...	...	639	620	657	558	541	603	492	492	559	448	468	526	281	297	348	78	73	112
	1893	...	...	...	681	665	691	618	617	643	574	574	600	489	487	514	385	384	410	153	154	175
	1894	...	...	...	682	665	691	637	636	663	617	615	642	480	479	505	353	352	377	170	171	192
	1895	...	...	...	721	704	731	685	684	711	629	628	655	557	556	583	370	369	395	178	169	191
	1896	...	...	...	752	739	765	688	685	711	675	673	698	576	573	599	393	390	415	177	178	198
	1897	...	...	...	786	769	795	686	686	712	673	672	699	567	566	593	454	454	479	160	166	184
Average Age in years of the Children enrolled at the close of the year	1887	...	...	...	7·15	7·15	...	10·00	10·00	...	12·12	12·00	...	13·43	13·49	...	14·40	14·15	...	...	...	...
	1888	...	...	...	7·16	7·18	...	9·77	9·96	...	12·00	12·05	...	13·22	13·24	...	14·48	14·45	...	...	...	...
	1889	...	...	...	7·02	7·10	...	9·99	10·03	...	11·85	12·20	...	13·42	13·41	...	14·70	15·12	...	...	...	...
	1890	...	...	...	7·42	7·51	...	10·60	10·60	...	12·10	12·30	...	14·30	14·21	...	14·00	14·85	...	...	...	...
	1891	...	...	...	7·31	7·17	...	10·16	9·98	...	12·06	12 03	...	13·44	13·56	...	14·17	14·79	...	...	...	...
	1892	...	...	...	7·02	7·14	...	9·57	9·53	...	11·38	11·23	...	12 49	12·69	...	13·45	13·56	...	14·36	14·69	...
	1893	...	...	...	7·32	7·21	...	9·57	9·51	...	11·08	11 19	...	12·39	12·42	...	13·00	13·16	...	14·03	14 24	...
	1894	...	...	...	7·47	7·37	...	9·29	9·33	...	11·11	11·04	...	12·41	12·42	...	13·22	13·41	...	14·50	13 90	...
	1895	...	...	...	7·05	7·03	...	9·28	9·21	...	10·30	10·90	...	12·91	12·47	...	13·50	13·50	...	15·75	15·31	...
	1896	...	...	...	6·62	6·88	...	9·16	9·23	...	10·95	10·55	...	12·31	12·25	...	13·46	13·66	...	14·56	14·57	...
	1897	...	...	...	7·00	7·15	...	9·28	9·11	...	10 83	10·77	...	12·98	12·05	...	13·31	13·46	...	14 21	14·66	...
Average Time in Class, in months, of the Children enrolled at the close of the year	1887	...	...	...	11·85	10·72	...	12 00	11·05	...	10·74	10·61	...	11·55	12·62	...	8·41	8·87	...	...	...	...
	1888	...	...	...	11·93	11·92	...	13·72	11·68	...	10·60	10·61	...	11·66	12·90	...	11·02	10·18	...	...	...	...
	1889	...	...	...	12·37	12·27	...	11·98	11·83	...	10·52	10·82	...	12·07	12·33	...	10·68	14·73	...	...	...	...
	1890	...	...	...	12·94	12·61	...	12·94	12·18	...	12·00	11·57	...	12·68	12 70	...	11·50	13·15	...	...	...	...
	1891	...	...	...	13·14	12·87	...	12·18	11·89	...	11·25	11·38	...	12·80	13·11	...	10·00	10·64	...	...	...	...
	1892	...	...	...	13·43	13·27	...	10·75	11·02	...	13·90	13·90	...	15·62	15·98	...	15·18	15·64	...	11·13	11·90	...
	1893	...	...	...	14·11	13 58	...	9·89	9·71	...	9·66	9·53	...	11·12	11·63	...	10·53	11·08	...	9·75	10·43	...
	1894	...	...	...	13·46	12·91	...	9·24	9·08	...	10·45	10·46	...	11·72	12·10	...	11·99	11·95	...	13·65	13·47	...
	1895	...	...	...	9·18	8·72	...	10·56	10·43	...	10·35	10·24	...	11·16	10·99	...	12·07	12·64	...	12·08	13·77	...
	1896	...	...	...	10·21	9·82	...	10·19	10·09	...	9·78	9·74	...	10·85	10·11	...	9·80	10·45	...	11·96	10·84	...
	1897	...	...	...	12·83	12·4	...	11·41	10·93	...	10·66	10·77	...	10·21	10·12	...	10·91	11·08	...	12·30	13·36	...

Table E -*continued.*

Classification of Children—*continued.*

	Year.	Children.			Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Children enrolled at the close of the year	1887	25,276	23,193	48,469	11,179	10,099	21,278	8,015	7,297	15,312	3,782	3,767	7,549	2,038	1,805	3,843	262	225	487	...	...	...
	1888	26,739	24,302	51,041	11,674	10,401	22,075	8,399	7,581	15,980	4,104	4,101	8,205	2,286	1,902	4,188	276	317	593	...	...	...
	1889	28,550	26,014	54,564	12,197	10,902	23,099	9,039	8,267	17,305	4,471	4,376	8,847	2,532	2,183	4,715	312	286	598	...	...	...
	1890	29,209	26,928	56,137	12,427	11,434	23,861	8,939	8,225	17,164	4,853	4,595	9,448	2,513	2,228	4,741	477	446	923	...	...	...
	1891	30,650	28,039	58,689	12,767	11,514	24,281	9,503	8,696	18,199	5,064	4,852	9,916	2,748	2,466	5,214	568	511	1,079	...	...	...
	1892	31,732	29,339	61,071	14,199	12,777	26,976	6,411	6,225	12,636	4,643	4,149	8,792	3,820	3,671	7,491	2,166	2,073	4,239	493	444	937
	1893	31,172	28,388	59,560	12,689	10,926	23,615	7,005	6,761	13,766	4,952	4,552	9,504	3,517	3,242	6,759	2,226	2,197	4,423	783	710	1,493
	1894	31,104	28,746	59,850	9,661	8,783	18,444	8,677	8,258	16,935	6,377	5,937	12,314	3,532	3,076	6,608	2,127	1,946	4,073	774	795	1,569
	1895	34,457	31,413	65,870	11,399	9,888	21,287	9,507	8,568	18,075	6,869	6,617	13,486	3,965	3,810	7,775	1,982	1,798	3,780	735	732	1,467
	1896	37,450	34,206	71,656	13,231	11,738	24,969	8,555	7,756	16,311	8,066	7,504	15,570	4,648	4,334	8,982	2,250	2,119	4,369	700	755	1,455
	1897	39,480	36,438	75,918	15,190	13,400	28,590	7,547	7,206	14,753	7,422	6,787	14,209	5,597	5,488	11,085	3,025	2,743	5,768	699	814	1,513
Percentages of the Children enrolled at the close of the year	1887	52·15	47·85	100	44·23	43·54	43·89	31·71	31·46	31·59	14·96	16·24	15·57	8·06	7·78	7·92	1·03	0·97	1·00	...	...	...
	1888	52·38	47·62	100	43·65	42·80	43·24	31·41	31·19	31·31	15·31	16·80	16·07	8·55	7·82	8·20	1·03	1·34	1·16	...	...	...
	1889	52·33	47·67	100	43·42	41·91	42·34	31·61	31·78	31·71	15·66	16·82	16·21	8·86	8·39	8·64	1·08	1·10	1·09	...	...	...
	1890	52·03	47·97	100	42·54	42·46	42·50	30·60	30·54	30·57	16·60	17·06	16·83	8·60	8·27	8·41	1·63	1·65	1·64	...	...	...
	1891	52·22	47·78	100	41·56	41·07	41·37	31·00	31·00	31·00	16·52	17·30	16·89	8·96	8·79	8·88	1·85	1·82	1·84	...	...	...
	1892	51·95	48·05	100	44·74	43·54	44·17	20·20	21·22	20·69	14·63	14·14	14·39	12·04	12·51	12·26	6·82	7·06	6·94	1·55	1·51	1·53
	1893	52·33	47·67	100	40·70	38·48	39·64	22·47	23·81	23·11	15·88	16·03	15·95	11·28	11·42	11·34	7·14	7·74	7·42	2·51	2·50	2·51
	1894	51·97	48·03	100	31·01	30·50	30·76	27·85	28·66	28·24	20·49	20·65	20·57	11·33	10·67	11·01	6·83	6·76	6·80	2·49	2·76	2·62
	1895	52·31	47·69	100	33·09	31·44	32·31	27·60	27·28	27·44	19·94	21·07	20·48	11·50	12·14	11·80	5·73	5·73	5·74	2·14	2·34	2·23
	1896	52·11	47·89	100	35·49	34·46	35·00	22·58	22·71	22·78	21·51	21·88	21·70	12·28	12·70	12·47	6·00	6·12	6·05	1·87	2·13	2·00
	1897	52·00	48·00	100	38·47	36·77	37·63	19·11	19·77	19·43	19·11	18·62	18·71	14·20	15·06	14·60	7·66	7·52	7·60	1·77	2·23	2·00

The following Table exhibits the Number of Classes Taught during 1895, 1896, and 1897, from a different point of view:—

—	Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.
Mixed Classes	694	726	760	658	662	660	602	650	646	530	550	540	344	368	429	146	157	142
Boys' Classes	27	26	26	27	26	26	27	25	27	27	26	27	26	25	25	22	20	18
Girls' Classes	10	13	9	26	23	26	26	23	26	26	23	26	25	22	25	23	21	24
Totals	731	765	795	711	711	712	655	698	699	583	599	593	395	415	479	191	198	184

T. McINTYRE, Registrar.

Table D.

Year.	Gross Enrolment.	Net Enrolment.	Average Daily Attendance.	INCREASE.		
				Gross Enrolment.	Net Enrolment.	Average Daily Attendance.
1891	77,137	67,931	45,004	...	...	...
1892	78,889	70,495	45,975	1,752	2,564	971
1893	78,330	70,445	44,432	*559	*50	*1,543
1894	76,039	67,726	45,050	*2,291	*2,719	618
1895	82,837	74,542	48,270	6,798	6,816	3,220
1896	90,780	81,754	54,316	7,943	7,212	6,046
1897	95,028	85,229	59,748	4,248	3,475	5,432

* Decrease owing to raising of minimum age from *five* to *six*, and to general financial depression.

Table E.

Classification of Children.

	YEAR.	CHILDREN.			CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.			CLASS VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Classes in Operation at the close of the year	1887	...	...	...	506	490	514	478	471	494	416	411	442	297	291	324	37	37	54	...	...	...
	1888	...	...	...	520	506	530	505	504	532	469	468	496	303	303	330	50	50	65	...	...	...
	1889	...	...	...	566	545	566	541	540	566	503	502	528	360	359	385	56	57	72	...	...	...
	1890	...	...	...	603	584	603	550	552	574	489	491	513	433	433	459	82	82	101	...	...	...
	1891	...	...	...	609	596	609	576	576	602	531	531	557	366	366	392	91	92	115	...	...	...
	1892	...	...	...	639	620	657	558	541	603	492	492	559	448	468	526	281	297	348	78	73	112
	1893	...	...	...	681	665	691	618	617	643	574	574	600	489	487	514	385	384	410	153	154	175
	1894	...	...	...	682	665	691	637	636	663	617	615	642	480	479	505	353	352	377	170	171	192
	1895	...	...	...	721	704	731	685	684	711	629	628	655	557	556	583	370	369	395	178	169	191
	1896	...	...	...	752	739	765	688	685	711	675	673	698	576	573	599	393	390	415	177	178	198
	1897	...	...	...	786	769	795	686	686	712	673	672	699	567	566	593	454	454	479	160	166	184
Average Age in years of the Children enrolled at the close of the year	1887	...	...	...	7·15	7·15	...	10·00	10·00	...	12·12	12·00	...	13·43	13·49	...	14·40	14·15	...	...	...	...
	1888	...	...	...	7·16	7·18	...	9·77	9·96	...	12·00	12·05	...	13·22	13·24	...	14·48	14·45	...	...	...	...
	1889	...	...	...	7·02	7·10	...	9·99	10·03	...	11·85	12·20	...	13·42	13·41	...	14·70	15·12	...	...	...	...
	1890	...	...	...	7·42	7·51	...	10·60	10·60	...	12·10	12·30	...	14·30	14·21	...	14·00	14·85	...	...	...	...
	1891	...	...	...	7·31	7·17	...	10·16	9·98	...	12·06	12·03	...	13·44	13·56	...	14·17	14·79	...	...	...	...
	1892	...	...	...	7·02	7·14	...	9·57	9·53	...	11·33	11·23	...	12·49	12·69	...	13·45	13·56	...	14·36	14·69	...
	1893	...	...	...	7·32	7·21	...	9·57	9·51	...	11·08	11·19	...	12·39	12·42	...	13·00	13·16	...	14·03	14·24	...
	1894	...	...	...	7·47	7·37	...	9·29	9·33	...	11·11	11·04	...	12·41	12·42	...	13·22	13·41	...	14·50	13·90	...
	1895	...	...	...	7·05	7·03	...	9·28	9·21	...	10·30	10·90	...	12·91	12·47	...	13·50	13·50	...	15·75	15·31	...
	1896	...	...	...	6·62	6·88	...	9·16	9·23	...	10·95	10·55	...	12·31	12·25	...	13·46	13·66	...	14·56	14·57	...
	1897	...	...	...	7·00	7·15	...	9·28	9·11	...	10·83	10·77	...	12·98	12·05	...	13·31	13·46	...	14·21	14·66	...
Average Time in Class, in months, of the Children enrolled at the close of the year	1887	...	...	...	11·85	10·72	...	12·00	11·05	...	10·74	10·61	...	11·55	12·62	...	8·41	8·87	...	...	...	...
	1888	...	...	...	11·93	11·92	...	13·72	11·68	...	10·60	10·61	...	11·66	12·90	...	11·02	10·18	...	...	...	...
	1889	...	...	...	12·37	12·27	...	11·98	11·83	...	10·52	10·82	...	12·07	12·33	...	10·68	14·73	...	...	...	...
	1890	...	...	...	12·94	12·61	...	12·94	12·18	...	12·00	11·57	...	12·68	12·70	...	11·50	13·15	...	...	...	...
	1891	...	...	...	13·14	12·87	...	12·18	11·89	...	11·25	11·38	...	12·80	13·11	...	10·00	10·64	...	...	...	...
	1892	...	...	...	13·43	13·27	...	10·75	11·02	...	13·90	13·90	...	15·62	15·98	...	15·18	15·64	...	11·13	11·90	...
	1893	...	...	...	14·11	13·58	...	9·89	9·71	...	9·66	9·53	...	11·12	11·63	...	10·53	11·08	...	9·75	10·43	...
	1894	...	...	...	13·46	12·91	...	9·24	9·08	...	10·45	10·46	...	11·72	12·10	...	11·99	11·95	...	13·65	13·47	...
	1895	...	...	...	9·18	8·72	...	10·56	10·43	...	10·35	10·24	...	11·16	10·99	...	12·07	12·64	...	12·08	13·77	...
	1896	...	...	...	10·21	9·82	...	10·19	10·09	...	9·78	9·74	...	10·85	10·11	...	9·80	10·45	...	11·96	10·84	...
	1897	...	...	...	12·83	12·4	...	11·41	10·93	...	10·66	10·77	...	10·21	10·12	...	10·91	11·08	...	12·30	13·36	...

Table E—*continued.*

Classification of Children—*continued.*

—	Year.	Children.			Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Children enrolled at the close of the year	1887	25,276	23,193	48,469	11,179	10,099	21,278	8,015	7,297	15,312	3,782	3,767	7,549	2,038	1,805	3,843	262	225	487	...	...	...
	1888	26,739	24,302	51,041	11,674	10,401	22,075	8,399	7,581	15,980	4,104	4,101	8,205	2,286	1,902	4,188	276	317	593	...	...	...
	1889	28,550	26,014	54,564	12,197	10,902	23,099	9,039	8,267	17,305	4,471	4,376	8,847	2,532	2,183	4,715	312	286	598	...	...	...
	1890	29,209	26,928	56,137	12,427	11,434	23,861	8,939	8,225	17,164	4,853	4,595	9,448	2,513	2,228	4,741	477	446	923	...	...	...
	1891	30,650	28,039	58,689	12,767	11,514	24,281	9,503	8,696	18,199	5,064	4,852	9,916	2,748	2,466	5,214	568	511	1,079	...	...	...
	1892	31,732	29,339	61,071	14,199	12,777	26,976	6,411	6,225	12,636	4,643	4,149	8,792	3,820	3,671	7,491	2,166	2,073	4,239	493	444	937
	1893	31,172	28,388	59,560	12,689	10,926	23,615	7,005	6,761	13,766	4,952	4,552	9,504	3,517	3,242	6,759	2,226	2,197	4,423	783	710	1,493
	1894	31,104	28,746	59,850	9,661	8,783	18,444	8,677	8,258	16,935	6,377	5,937	12,314	3,532	3,076	6,608	2,127	1,946	4,073	774	795	1,569
	1895	34,457	31,413	65,870	11,399	9,888	21,287	9,507	8,568	18,075	6,869	6,617	13,486	3,965	3,810	7,775	1,982	1,798	3,780	735	732	1,467
	1896	37,450	34,206	71,656	13,231	11,738	24,969	8,555	7,756	16,311	8,066	7,504	15,570	4,648	4,334	8,982	2,250	2,119	4,369	700	755	1,455
	1897	39,480	36,438	75,918	15,190	13,400	28,590	7,547	7,206	14,753	7,422	6,787	14,209	5,597	5,488	11,085	3,025	2,743	5,768	699	814	1,513
Percentages of the Children enrolled at the close of the year.	1887	52·15	47·85	100	44·23	43·54	43·89	31·71	31·46	31·59	14·96	16·24	15·57	8·06	7·78	7·92	1·03	0·97	1·00	...	...	...
	1888	52·38	47·62	100	43·65	42·80	43·24	31·41	31·19	31·31	15·31	16·80	16·07	8·55	7·82	8·20	1·03	1·34	1·16	...	...	...
	1889	52·33	47·67	100	43·42	41·91	42·34	31·61	31·78	31·71	15·66	16·82	16·21	8·86	8·39	8·64	1·08	1·10	1·09	...	...	...
	1890	52·03	47·97	100	42·54	42·46	42·50	30·60	30·54	30·57	16·60	17·06	16·83	8·60	8·27	8·44	1·63	1·65	1·64	...	...	...
	1891	52·22	47·78	100	41·56	41·07	41·37	31·00	31·00	31·00	16·52	17·30	16·89	8·96	8·79	8·88	1·85	1·82	1·84	...	...	...
	1892	51·95	48·05	100	44·74	43·54	44·17	20·20	21·22	20·69	14·63	14·14	14·39	12·04	12·51	12·26	6·82	7·06	6·94	1·55	1·51	1·53
	1893	52·33	47·67	100	40·70	38·48	39·64	22·47	23·81	23·11	15·88	16·03	15·95	11·28	11·42	11·34	7·14	7 74	7·42	2·51	2·50	2·51
	1894	51·97	48·03	100	31·01	30·50	30·76	27·85	28·66	28·24	20·49	20·65	20·57	11·33	10·67	11 01	6·83	6·76	6·80	2·49	2·76	2·62
	1895	52·31	47·69	100	33·09	31·44	32·31	27·60	27·28	27·44	19·94	21·07	20·48	11·50	12·14	11·80	5·73	5·73	5·74	2·14	2·34	2·23
	1896	52·11	47·89	100	35·49	34·46	35·00	22·58	22·71	22·78	21·51	21·88	21·70	12·28	12·70	12·47	6·00	6·12	6·05	1·87	2 13	2·00
	1897	52·00	48·00	100	38·47	36·77	37·63	19·11	19·77	19·43	19·11	18·62	18·71	14·20	15·06	14·60	7·66	7 52	7·60	1·77	2·23	2·00

The following Table exhibits the Number of Classes Taught during 1895, 1896, and 1897, from a different point of view:—

—	Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.	1895. Schools 738.	1896. Schools 772.	1897. Schools 797.
Mixed Classes	694	726	760	658	662	660	602	650	646	530	550	540	344	368	429	146	157	142
Boys' Classes	27	26	26	27	26	26	27	25	27	27	26	27	26	25	25	22	20	18
Girls' Classes	10	13	9	26	23	26	26	23	26	26	23	26	25	22	25	23	21	24
Totals	731	765	795	711	711	712	655	698	699	583	599	593	395	415	479	191	198	184

T. McINTYRE, Registrar.

Table F.
TEACHERS EMPLOYED.

Classification.	MALES.			FEMALES.		
	Employed at the end of 1897.	Left the Service during 1897.	Promoted during 1897.	Employed at the end of 1897.	Left the Service during 1897.	Promoted during 1897.
CLASS I.—						
Division 1	9	0	0	1	0	0
„ 2	3	0	0	0	0	0
„ 3	6	0	1	0	0	0
CLASS II.—						
Division 1	116	1	5	13	0	0
„ 2	38	0	4	12	0	3
„ 3	27	0	10	15	0	7
CLASS III.—						
Division 1	157	1	32	217	1	63
„ 2	69	2	10	93	5	22
„ 3	38	5	11	79	3	30
TOTAL CLASSIFIED TEACHERS ...	463	9	73	430	9	125
UNCLASSIFIED	6	0	0	12	0	1
TEACHERS IN UNCLASSIFIED STATE SCHOOLS	42	2	2	11	0	0
PUPIL TEACHERS:—						
Class 4	14	0	11	12	0	11
„ 3	14	0	14	30	0	30
„ 2	36	7	43	42	1	43
„ 1	60	4	64	110	6	116
„ 0 (*i.e.*, on probation) ...	41	3	0	87	4	0
TOTAL PUPIL TEACHERS ...	165	14	132	281	11	200
TOTAL TEACHERS EMPLOYED IN STATE SCHOOLS	676	25	207	734	20	326
TEACHERS EMPLOYED IN PROVISIONAL SCHOOLS	146	14	0	265	20	0
TEACHERS IN BENEVOLENT AND PENAL ESTABLISHMENTS	3	1	0	1	0	0
TOTAL TEACHERS EMPLOYED ...	825	40	207	1,000	40	326

T. McINTYRE, Registrar.

Table G.

DETAILED STATEMENT of SCHOOLS OPENED during the YEAR, together with such SCHOOLS as were READY for OPENING in JANUARY, 1898.

Localities.	Description.	Cost of Building. £	s.	d.	Local Subscriptions received to 31-12-97. £	s.	d.	Remarks.
STATE.								
Apple-tree Creek	Wood ...	558	13	0	43 68	9 0	8 0	Cash Allowed for old building Opened 5-7-97.
Mirani	„	621	0	0	76 48	4 0	0 0	Cash Allowed for old building Opened 11-3-97.
Redbank	„	...			...			Re-opened 6-9-97.
Springside	„	469	15	0	53 40	19 0	0 0	Cash Allowed for old building Opened 1-6-97.
Ready for Opening.								
Jericho	Wood ...	498	0	0	53 45	12 19	6 0	Cash. Allowed for old building.
Mossman River	„	869	0	0	90 31	0 15	0 7	Cash. Allowed for land, &c.
Sellheim	„	808	0	0	161	12	0	Cash.
		Grant in aid of Cost of Buildings.						
PROVISIONAL.								
Atherton	Wood ...	10	10	0	...			Re-opened 1-3-97.
Ayton	„	...			...			Opened 8-3-97.
Boolboonda	„	48	17	6	...			„ 22-3-97.
Boundary	„	50	0	0	...			„ 3-6-97.
Cooper's Creek	„	...			...			„ 9-3-97 (half-time with Windorah)
Coowonga	„	50	0	0	...			Opened 9-8-97.
Cross Roads	„	46	17	6	...			„ 17-8-97.
Domville	„	...			...			„ 25-1-97.
Dry Paddock	„	...			...			„ 9-8-97.
Durundur	„	...			...			„ 13-4-97.
Eromanga	„	45	0	0	...			„ 5-7-97.
Eudlo	„	48	16	4	...			„ 6-9-97.
Gindie	„	...			...			„ 12-11-97.
Hughenden North	„	50	0	0	...			„ 18-3-97.
Imbil	„	...			...			„ 19-7-97.
Kogan	„	...			...			„ 4-10-97.
Mackinlay	„	50	0	0	...			„ 16-6-97.
Maleny	„	...			...			„ 22-7-97 (half-time with Blackall Range)
Margoo	„	...			...			Opened 18-1-97 (half-time with Underban)
Miriam Vale	„	...			...			Opened 25-3-97.
Mulgrave	„	50	0	0	...			„ 1-3-97.
Nebo	„	5	0	0	...			„ 18-1-97 (formerly State school)
Nobby	„	50	0	0	...			„ 15-11-97.
Paddock Swamp	„	4	2	0	...			„ 25-1-97.
Pinbarren	„	49	10	0	...			„ 31-8-97.
Plane Creek	„	51	7	0	...			„ 5-8-97.
Proserpine Lower	„	50	0	0	...			„ 16-8-97.
Punch's Creek	„	...			...			„ 1-2-97.
Strathane	„	...			...			„ 18-1-97.
Taabinga Village	„	...			...			„ 10-8-97.
Theresa Creek	„	50	0	0	...			„ 17-5-97.
Underban	„	53	17	10	...			„ 25-1-97 (half-time with Margoo)
Wheatvale	„	47	10	9	...			Opened 18-1-97.

J. W. C. DRANE, Accountant.

Table H.

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which Action was taken during the Year 1897.

Localities.	Description.	Estimated Attendance.	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
STATE SCHOOLS.			£ s. d.	£ s. d.	
Bergen	Wood	35	...	...	Referred to district inspector for inquiry as to whether a State school is warranted.
Boulderoombe	"	60	...	...	Permanence of population is too uncertain to warrant establishment of a State school. Suggested to residents that Provisional school should be opened in the meantime.
Brandon (Lower Burdekin)	"	37	587 16 3	*177 0 0	State school buildings in course of erection.
Brassall (Ipswich) ...	"	75	587 0 0	...	State school approved to supersede existing Provisional school. Provisional school premises valued for State school purposes. Committee furnished with estimated cost of State school buildings and invited to pay necessary local subscriptions.
Brisbane, East	Brick	336	1,500 0 0	...	State school approved. Committee furnished with plans and estimates and invited to pay required local subscriptions.
Bunker's Hill (Westbrook)	Wood	58	630 0 0	2 8 0	State school approved. Committee furnished with plans and estimates and invited to pay necessary local subscriptions.
Capella	"	60	680 0 0	...	Committee furnished with estimates and advised of amount of local subscriptions necessary.
Cootharaba Road (Gympie)	"	45	530 0 0	...	Provisional school premises valued for State school purposes. Committee furnished with estimated cost of State school buildings and advised of amount of local subscriptions necessary.
Crocodile Creek, Rockhampton	"	35	...	...	Prospects of the locality do not warrant the establishment of a State school to supersede the existing Provisional school.
Cumonju (Gin Gin) ...	"	40	610 0 0	...	Committee furnished with estimated cost of State school buildings. Provisional school premises valued for State school purposes. Progress delayed owing to difficulty in obtaining a suitable site.
Danderoo (Killarney Branch Railway)	...	...	...	...	Usual forms of application sent.
Forest Hill (Gatton) ...	Wood	40	504 0 0	4 8 0	State school approved to supersede existing Provisional school. Provisional school premises valued for State school purposes. Committee furnished with estimated cost of State school buildings and invited to pay the necessary local subscriptions.
Freshwater (Cairns) ...	"	35	...	...	Permanence of present attendance and population is too uncertain to warrant the establishment of a State school to supersede the existing Provisional school. Present building to be enlarged to accommodate pupils in attendance.
Golden Gate (Croydon)...	"	85	1,322 0 0	...	State school approved to supersede existing Provisional school. Provisional school premises valued for State school purposes. Committee furnished with estimated cost of State school buildings and invited to pay the necessary local subscriptions.
Ilfracombe	"	37	585 0 0	...	State school approved to supersede existing Provisional school. Provisional school premises valued for State school purposes. Committee furnished with estimated cost of State school buildings and invited to pay the necessary local subscriptions.
Isis North	"	37	453 15 0	*40 0 0	Tender for State school buildings accepted. Buildings in course of erection.
Kolan North	"	52	707 0 0	5 0 0	State school approved. Committee furnished with estimates and invited to pay necessary local subscriptions. Lands Department requested to have site surveyed.
Mareeba	"	135	...	...	Works Department requested to furnish estimated cost of a teacher's residence.
Marian (Mackay) ...	...	...	...	...	Usual forms of application sent.
Marian Mill (Mackay) ...	Wood	60	705 0 0	...	State school approved to supersede existing Provisional school. Committee furnished with estimates and advised of amount of local subscriptions required. Matters at present in abeyance pending conveyance of site to the Department.

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* Allowed for old building and land.

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1897—*continued.*

Localities.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
STATE SCHOOLS—*continued.*			£ *s.* *d.*	£ *s.* *d.*	
Mossman River	Wood	60	869 0 0	90 0 0 (Cash) 31 15 7 (Land)	Tender for State school buildings accepted. Buildings in course of erection.
Mount Whitestone (Gatton)	„	35	618 0 0	...	Committee furnished with estimated cost of State school buildings and advised of amount of local subscriptions required.
Mountain View (Killarney)	„	50	340 0 0	...	State school approved to supersede existing Provisional school. Provisional school premises valued for State school purposes. Works Department requested to invite tenders for State school buildings.
Nambour	„	60	600 0 0	45 0 0 (Cash) *75 0 0	State school approved to supersede existing Provisional school. Provisional school premises valued for State school purposes. Further action in abeyance pending conveyance of site to the Department. Necessary local subscriptions paid.
Norman Park	„	95	...	...	In abeyance pending securing of a site.
Pimpama Island... ...	„	45	533 0 0	15 8 0 (Cash) *114 0 0	State school approved to supersede existing Provisional school. Provisional school premises valued for State school purposes. Tenders to be invited as soon as site is conveyed ts the Department. Necessary local subscriptions paid.
Red Hill (Mount Morgan)	...	200	...	...	Consideration of application postponed pending opening of new school for girls at Mount Morgan.
Rochford (Northern Railway)	...	35	...	...	Committee unable to find necessary local subscriptions for a State school. Present Provisional school building to be enlarged.
Taringa	Wood	160	...	...	State school approved. Site being secured. Works Department requested to prepare plans and estimates for State school buildings.
Teviotville	...	60	...	...	State school not warranted in view of the number of existing schools in the locality.
Thane's Creek (Warwick)	Wood	37	330 7 10	...	State school approved to supersede existing Provisional school. Provisional school premises valued for State school purposes. Committee furnished with estimated cost of State school buildings and invited to pay necessary local subscriptions.
PROVISIONAL SCHOOLS.					
Aramara (Gayndah Railway)	...	...	...	...	In abeyance until the residents are agreed as to a central site.
Balmoral (Mitchell) ...	...	...	...	...	Provisional school approved. Usual information supplied.
Beach Mountain (Nerang)	...	...	...	...	Usual forms of application sent.
Belle Vue (Esk)	...	...	...	...	Usual forms of application sent.
Bengalla (Goondiwindi)...	...	...	...	...	Usual forms of application sent.
Bindle (St. George) ...	...	...	...	...	Provisional school approved. Usual information supplied. School reserve proclaimed.
Birdsville	...	...	...	...	Usual forms of application sent.
Bloomfield Hills (Goondiwindi)	...	...	...	...	Usual forms of application sent.
Bowenville (S. and W. Railway)	...	...	...	...	Provisional school approved. Usual information supplied. Progress delayed owing to difficulty in securing suitable site.
Brooyar (Kilkivan Railway)	...	...	...	...	Provisional school approved. Usual information supplied.
Broxburn (Pittsworth) ...	...	...	...	...	Provisional school approved. Usual information supplied.
Bundaberg, East ...	...	...	...	...	Usual forms of application sent.
Bororen (Gladstone Railway)	...	...	...	...	Circumstances do not warrant a school.
Caloundra	...	...	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building. Marine Department to provide teacher with free board.
Camboon	...	...	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building and to contribute towards teacher's salary.

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* Allowed for old building and land.

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which Action was taken during the Year 1897—*continued.*

Localities.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
PROVISIONAL SCHOOLS—*continued :*			£ s. d.	£ s. d.	
Cecil Plains	...	...	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building and to grant teacher free board.
Christiansburg (Miles) ...	...	...	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building and to contribute towards teacher's salary or grant free board.
Cooroora (Tewantin road)	...	...	...	...	Provisional school approved. Building completed and furnished. Teacher appointed. School to be opened after summer vacation.
Cross Roads (Esk) ...	...	...	...	...	Application referred to district inspector for inquiry and report.
Dareel (St. George) ...	...	..	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building.
Donavourd (Tiaro) ...	...	...	...	...	Usual forms of application sent.
Elgin Vale (Caboolture)	...	...	...	...	Prospective attendance does not warrant a full-time Provisional school. Suggested that residents should try to combine with another group of settlers and establish two half-time schools.
Esk River (Cooktown) ...	...	...	...	...	Circumstances do not warrant a school.
Flying Fish Point (Geraldton)	...	...	...	...	Prospective attendance (7) does not warrant a school.
Goodwin (Mackay) ...	...	...	...	...	Provisional school approved. Usual information supplied.
Goondi	...	...	...	...	Provisional school approved. School completed and furnished. To be opened after summer vacation.
Goondiwindi East ...	...	...	...	...	Provisional school approved. Usual information supplied. School reserve proclaimed.
Gowrie Estate	...	...	...	...	Provisional school approved. Usual information supplied.
Gundiah	...	...	...	...	Provisional school approved. Usual information supplied.
Hapsburg ... Isis Central Mill	...	...	...	...	Circumstances do not warrant two Provisional schools. Suggested that the residents should combine and obtain a State school in a position convenient to both localities.
Jondowaie East... ...	...	...	...	...	Application withdrawn owing to local disagreements.
Kandanga Creek (Gympie)	...	...	...	...	Usual forms of application sent.
Kilkivan	...	...	...	...	Usual forms of application sent.
Kingumbilla (Goondiwindi)	...	...	...	...	Usual forms of application sent.
Kynuna (Richmond Downs)	...	...	...	...	Usual forms of application sent.
Lacy's Creek (North Pine)	...	...	...	...	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Longreach West ...	...	...	...	...	Usual forms of application sent.
Marblestone (Gladstone)	...	...	...	...	Provisional school approved. Usual information supplied.
Marinda (Bowen) ...	...	...	...	...	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Miclere (Clermont) ...	...	...	...	...	Usual forms of application sent.
Mingo (Burnett River) ...	...	...	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building and to contribute towards teacher's salary.
Motley (Pittsworth) ...	...	...	...	...	Provisional school approved. Usual information supplied.
Mount Beagle (Roma) ...	...	...	...	...	Half-time Provisional school approved. To be worked in conjunction with existing school at Wangary.
Mount Janet (Dalveen)...	...	...	...	...	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Mount Marius (Warwick)	...	...	...	...	Prospective attendance (6) does not warrant a school.
Mount Marlow (Lower Proserpine)	...	...	...	...	Usual forms of application sent.
Mullet Creek (Bundaberg)	...	...	...	...	Usual forms of aplication sent.
Mumbilla (Dugandan) ...	...	...	...	...	Provisional school approved. Usual information supplied.

Table I.

STATEMENT of EXPENDITURE on ACCOUNT of the FINANCIAL YEAR 1896–97.

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.			Head of Service.	Expenditure.	Lapsed.	Forward.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
DEPARTMENT—			**DEPARTMENT—**			
Estimates-in-Chief	...	1,000 0 0	Salary of Minister	1,000 0 0		
Ditto	...	3,745 0 0	Salaries of Officers	3,745 0 0		
Ditto	...	450 0 0	Contingencies	442 1 6	7 18 6	
INSPECTION—			**INSPECTION—**			
Estimates-in-Chief	4,400 0 0					
Supplementary Estimates	200 0 0	4,600 0 0	Salaries	4,600 0 0		
Estimates-in-Chief	1,600 0 0					
Supplementary Estimates	146 12 0	1,746 12 0	Contingencies	1,746 12 0		
SCHOOLS—			**SCHOOLS—**			
Estimates-in-Chief	119,178 0 0					
Supplementary Estimates	632 0 5	119,810 0 5	Salaries	119,810 0 5		
Estimates-in-Chief	23,500 0 0					
Supplementary Estimates	1,751 19 3	25,251 19 3	Additional Emoluments	25,251 19 3		
Estimates-in-Chief	...	1,300 0 0	In lieu of Residence	1,300 0 0		
Ditto	650 0 0					
Transfer from "Provisional Schools Requisites"	250 0 0	900 0 0	Travelling Expenses	900 0 0		
Estimates-in-Chief	...	1,850 0 0	Requisites	1,850 0 0		
Ditto	7,137 0 0					
Transfer from "Provisional Schools Salaries"	400 0 0					
Transfer from "Provisional Schools Requisites"	200 0 0	7,737 0 0	Incidentals	7,617 0 4	119 19 8	
Estimates-in-Chief	34,225 0 0					
Transfer to "Schools Incidentals"	400 0 0	33,825 0 0	Provisional Schools Salaries ...	33,742 18 3	82 1 9	
Estimates-in-Chief	1,000 0 0					
Transfer to "Schools Travelling Expenses" ... ... £250 0 0 Transfer to "Schools Incidentals" 200 0 0	450 0 0	550 0 0	Ditto Requisites ...	550 0 0		
Estimates-in-Chief	1,500 0 0					
Forward from 1895-96	115 6 8	1,615 6 8	Ditto Buildings ...	1,433 9 7	...	181 17 1

GRAMMAR SCHOOLS—		GRAMMAR SCHOOLS—			
Estimates-in-Chief	3,094 0 0	Exhibitions—Scholarships ...	3,072 6 0	21 14 0	
Ditto	900 0 0	Ditto To Universities ...	900 0 0		
Ditto	100 0 0	University Extension ...	60 10 3	39 9 9	
Ditto	1,000 0 0	Brisbane (Boys) Endowment ...	1,000 0 0		
Ditto	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto	1,000 0 0	Ipswich (Boys) ditto ...	1,000 0 0		
Ditto	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto	1,000 0 0	Toowoomba ditto ...	1,000 0 0		
Ditto	1,000 0 0	Maryborough (Boys) Endowment ...	1,000 0 0		
Ditto	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto	1,000 0 0	Rockhampton (Boys) ditto ...	1,000 0 0		
Ditto	1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto	1,000 0 0	Townsville ditto ...	1,000 0 0		
SCHOOLS OF ARTS—		SCHOOLS OF ARTS—			
Estimates-in-Chief	3,000 0 0	Grants in Aid	2,622 4 0	367 14 6	10 1 6
TECHNICAL EDUCATION—		TECHNICAL EDUCATION—			
Estimates-in-Chief	1,500 0 0	North Brisbane School of Arts ...	1,364 16 9	135 3 3	
Ditto	250 0 0	South Brisbane ditto ...	77 19 6	172 0 6	
Ditto	250 0 0	West End ditto ...	...	250 0 0	
Ditto	100 0 0	Sandgate ditto ...	...	100 0 0	
Ditto	250 0 0	Ipswich ditto ...	250 0 0		
Ditto	250 0 0	Toowoomba ditto ...	227 5 3	22 14 9	
Ditto	250 0 0	Warwick ditto ...	74 9 10	175 10 2	
Ditto	250 0 0	Gympie ditto ...	93 19 6	156 0 6	
Ditto	250 0 0	Maryborough ditto ...	205 0 0	45 0 0	
Ditto	250 0 0	Bundaberg ditto ...	38 14 6	211 5 6	
Ditto	250 0 0	Rockhampton ditto ...	246 14 0	3 6 0	
Ditto	250 0 0	Mount Morgan ditto ...	...	250 0 0	
Ditto	250 0 0	Mackay ditto ...	110 19 0	139 1 0	
Ditto	250 0 0	Townsville ditto ...	250 0 0		
Ditto	250 0 0	Ravenswood ditto ...	...	250 0 0	
Ditto	250 0 0	Charters Towers ditto ...	70 7 0	179 13 0	
Ditto	250 0 0	Cooktown ditto ...	...	250 0 0	
Ditto	250 0 0	Normanton ditto ...	...	250 0 0	
PHARMACY—		PHARMACY—			
Estimates-in-Chief	100 0 0	Endowment	61 19 0	38 1 0	
MUSEUM—		MUSEUM—			
Estimates-in-Chief	588 0 0	Salaries...	588 0 0		
Ditto	300 0 0	Contingencies	300 0 0		
EDUCATIONAL EXHIBITS—		EDUCATIONAL EXHIBITS—			
Supplementary Estimates	229 13 8	Expenditure	229 13 8		
TOTAL	£228,292 12 0	TOTALS	£224,833 19 7	£3.266 13 10	£191 18 7

J. W. C. DRANE, Accountant.

Table M.

STATEMENT of LOCAL SUBSCRIPTIONS ACCOUNT for the Year 1897.

RECEIPTS.	£ s. d.	£ s. d.	DISBURSEMENTS.	£ s. d.	£ s. d.	£ s. d.
To Balance from 1896 ...	2,212 10 7		By Payment to Consolidated Revenue		56 19 11	
„ Contributions during 1897	3,012 2 11		„ Local subscriptions returned—			
„ Interest, 1st July, 1896, to 30th June, 1897	56 19 11		Cometville ...	2 7 9		
		5,281 13 5	Woodlands ...	28 1 0		
			Yingerbay ...	2 7 3		
					32 16 0	
			„ Transfer to Collection Account		2 10 0	
			„ Amounts paid to Works Department		3,124 5 0	
						3,216 10 11
			„ Balance forward to 1898 ...		...	2,065 2 6
		£5,281 13 5			£	5,281 13 5

J. W. C. DRANE, Accountant.

Table N.

STATEMENT showing the AID GRANTED by GOVERNMENT to the existing GRAMMAR SCHOOLS to the 31st DECEMBER, 1897.

SCHOOL.	FROM DATE OF ESTABLISHMENT TO 31ST DECEMBER, 1896.		DURING 1897.		TOTAL.
	In Aid of Building.	Annual Endowment.	In Aid of Building.	Endowment.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brisbane (Boys') ...	4,000 0 0 6,000 0 0 2,000 0 0	27,021 18 3	...	1,000 0 0	*†40,021 18 3
Brisbane (Girls') ...	4,000 0 0 6,000 0 0 2,000 0 0	16,625 0 0	...	1,000 0 0	†29,625 0 0
Ipswich (Boys') ...	5,521 9 6 2,000 0 0	33,000 0 0	...	1,000 0 0	‡41,521 9 6
Ipswich (Girls')	4,000 0 0	5,000 0 0	...	1,000 0 0	10,000 0 0
Toowoomba	5,333 15 6 2,000 0 0	20,000 0 0	...	1,000 0 0	‡28,333 15 6
Maryborough (Boys') ...	4,000 0 0 3,500 0 0	15,333 6 8	...	1,000 0 0	§23,833 6 8
Maryborough (Girls')	4,000 0 0	12,750 0 0	...	1,000 0 0	17,750 0 0
Rockhampton (Boys')	4,000 0 0	16,000 0 0	...	1,000 0 0	21,000 0 0
Rockhampton (Girls')	4,000 0 0	4,750 0 0	...	1,000 0 0	9,750 0 0
Townsville	5,200 0 0	8,500 0 0	...	1,000 0 0	14,700 0 0
TOTALS ... ... £	67,555 5 0	158,980 4 11	...	10,000 0 0	236,535 9 11

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* Exclusive of amount received by Trustees for the original Grammar School Building (£10,000) and for the resumption of portion of the original Grammar School Reserve for Railway purposes—viz., £4,677 0s. 1d.; total, £14,677 0s. 1d.

† Inclusive of Loan of £8,000 }
‡ „ „ £2,000 } Being repaid by half-yearly instalments of principal with interest.
§ „ „ £3,500 }

J. W. C. DRANE, Accountant.

APPENDIX A.

REPORT OF THE GENERAL INSPECTOR.

General Inspector's Office,
Department of Public Instruction,
19th April, 1898.

SIR,—I have the honour to submit to you my Report for 1897.

About this time last year, shortly after writing my Report for 1896, I left the office on long leave, and did not return to duty until the beginning of October. During my absence I visited the mother country and the continent of Europe. I saw much that was new, delightful, and inspiriting, and much that was depressing, after a third of a century spent in Australia, hardly ever outside of Queensland. I did not lay myself out particularly to observe educational matters; but I utilised and welcomed such opportunities as came in my way of gathering fresh ideas regarding my profession, for comparison and future use. Altogether, I had exactly three months from the time I landed in England to the time I again sailed for home. I spent much time in the institutions clustering about South Kensington; and if there are any nobler institutions anywhere, in respect to educational facilities, I do not know them. It is a high privilege to live near such collected masses of information, scientifically assorted; and a knowledge of London must be accounted an education in itself. I attended as a member the meetings of the International Congress on technical education, held in London in June last, and have obtained fresh ideas as regards the nature of that work, as well as of the methods and means by which it is carried on. The summer vacation for schools came on before I had leisure for visiting schools, but I saw some schools at work in Edinburgh and elsewhere, and I went through many school buildings. Nothing in the professional working of the schools struck me as noteworthy compared with the ordinary conditions of our own schools; but I was somewhat impressed with the buildings and their equipment, in respect of their costliness and of the completeness and finish of their apparatus and their arrangements for convenient and economical working. There is not money enough to permit or enable us to build and furnish schools like those. In conversation with the rector of my old training college, who succeeded the rector of my time, and in comparing notes and exchanging memories with educationists and also with other people, I came to recognise more vividly what has long been present to my mind, the great change that has come over the general condition of elementary education during the last forty years. The outstanding fact I take to be something like this: There is now a broad level plain of primary schooling all the world over, of moderate but sufficient elevation to prevent the nations from being submerged under a flood of ignorance, and differing but little in elevation throughout the continents and countries that are ruled by what is commonly called western civilization. From this plain there are modes of climbing to higher educational levels, and in some countries the way is by a steepish ladder, while in others there is a more or less gradual and gentle upward slope from plain to plain. The old order changeth. It was rough and picturesque, and occasionally very grand, both in what it attained and in what it revealed. There were depths of ignorance and peaks of culture, and countries differed greatly. The lower plains are for general utility. You must ascend to greater elevations if you want to learn how to use wisely, to the best advantage, the forces of nature and the resources of countries, and would direct aright the hearts and minds and wills of the peoples and nations. How high is Queensland to go? What is she willing to pay for? Our lower levels are as well cared for as the same levels are anywhere, so far as I know, but they are not very high.

Some weeks passed, after my return to the office, before I got a proper hold of the current correspondence; and since then the ordinary routine has proceeded uneventfully, but the number of papers to be dealt with steadily increases.

The arrangements for scholarships to grammar schools, together with bursaries to grammar schools, and bursaries to the Agricultural College were completed before I returned to the office after my leave. It is proverbially difficult to please everybody; but surely there cannot be many who do not think that the provisions of last year for scholarships and bursaries are an improvement upon the rules that have obtained for the previous three years, either as an educational expedient or an economical problem. Under the present rules, the country may be assured that it is paying extra for the secondary education of only a select few of its boys and girls, who are the pick of the pick of our schools. The new feature of bursaries to scholarship winners who would otherwise be unable to take up their scholarships, owing to their inability to pay for their board away from home, is surely appreciated; it is on the lines of the crustiest old traditions of educational benefactions that are part of the pride of our mother land, and that have brought to the front many a poor man's son who would otherwise have lived and died in obscurity.

There may be those who would quarrel with the State for doing this work—who object to being taxed for this object: inasmuch as the thing aimed at and largely accomplished is intrinsically good, and may be shown easily to be good for the body politic, rich men who have made their money out of the State, may be induced to sink part of it in educational endowments for the good of posterity, and so render it unnecessary for the work to be paid out of taxes. Regarding the practical success of the scheme of bursaries to the Agricultural College, I am not sure. It is an experiment. Judging by the fewness of the competitors, it does not appear that many boys wish to avail themselves of this method of acquiring the knowledge which the Agricultural College was designed to impart. There were four bursaries offered. For these, four candidates applied, and one of the four afterwards withdrew, before the examination. The papers were set and examined by myself. The questions were drawn for moderately intelligent boys, who perhaps had left school a year or two. One candidate made 62 per cent. of the marks; another, 56; and the third, 44. All were granted bursaries.

Another matter which had been in hand off and on for years I found had assumed shape during my absence, and, with modifications on previous modifications, was being pushed forward, and I was in time to help in the final touches to the scheme. I refer to the new regulations for the payment of teachers which have recently issued. Of course there are many ways in which the teacher's salary can be regulated by refined and delicate adjustments, taking into consideration all kinds of items of the complete environment, from the teacher's moral worth to the state of the weather; but these are mostly impracticable, and several of them on trial have been proved to be disappointing and unsatisfactory under the ordinary and possible conditions of service. I have heard it said, and I have seen it in correspondence from teachers, that the scheme of payment above referred to pays no heed to the classification of the teacher. If this means anything at all it means that of two teachers in the same class of school, one more highly classified than the other, the more highly classified man shall get a higher salary than the other. What! For the same work? That is clearly inequitable. No; the way to do is to put the more highly classified man into a bigger school, where he can find more work and earn the greater salary he deserves. We have more highly classified teachers than we have big schools at present. We cannot help that. It is the same in our nearest neighbour, New South Wales; and it is the same in other places. There are instances in the service, of old standing, where pretty large schools are in charge of teachers of not higher than third class; and there are good reasons for these; but research will show that the constant endeavour of the Department is to put the best man into the best place. The classification of the teacher is based on his attainments, his length of service, and his professional skill combined; therefore the better man is the more highly classified man; and he will get the better school, if it can be done: to have it otherwise would be to admit that his classification is wrong, which is not admissible. A higher classed teacher will have preference over a lower classed teacher. Of two teachers of even classification, the senior will take precedence, other things being equal; and of two teachers with even rank and seniority, the one with the better record will be preferred. There are no regulations to the foregoing effect; but the practice is so. It would be easy to make regulations to suit the case up to a certain point. The general shape of such regulations would need to be somewhat as follows, from the necessity of the case:—Say a teacher of third class would not be eligible for a school higher than sixth class; a teacher of second class would be eligible for a school not higher than third class; and only a teacher of first class would be eligible for a school of the second or first class; and graded adjustment might be made within these limits. I have no objection to regulations of that kind, but I do not see the need for them, and am doubtful of any benefit accruing from them to the Department or to the teachers. If it is supposed that such regulations will run alone automatically, a great mistake is being made in my opinion. They cannot run alone. They will need careful and intelligent administration, on the same lines and on similar advice as those which now guide the Department.

A third matter of importance was brought to the front during my absence, and by the time I resumed duty the preparations for it were approaching completion. I mean the Act to amend "*The State Education Act of* 1875," that was passed on the 15th December last. It was passed with a double object—to enable the Department to ease the work in the smaller schools with only one teacher, and to enable the Department to introduce into the curriculum of our schools subjects of instruction that were not previously admissible. A committee, consisting of the Under Secretary, Mr. Platt (Senior Inspector), Mr. Shirley (a District Inspector), and myself, was appointed to frame regulations under the amending Act; and the results of our deliberations are now almost ready for publication. It will be seen that the programme of work for the fifth and sixth classes in our schools—the two higher classes—has been extended to embrace algebra as far as quadratic equations; two books of Euclid; a programme in science, variable over a considerable range, under approval, according to the field in science most congenial to the teacher, and which therefore he may be expected to teach best; a study of a portion of English classical literature; and additional work in history. The advantage of these added elements of knowledge, to pupils who will stay long enough at school to master them, surely goes without saying. Given a good general knowledge of arithmetical rules and principles, it is of certain advantage to a pupil to have the use of the new instrument of mathematical research that will be afforded to him by the ability to find *x* otherwise than by the more cumbrous methods of arithmetical process. The training in pure reasoning and the knowledge of geometry implied in mastering the first two books of Euclid form a good handle by which to grip the mighty mass of mathematics. The science will afford refreshing and invigorating peeps into part of the machinery about us, natural or artificial. The study as a rounded whole of some literary masterpiece will show the young people how to read and enjoy good books, will teach them the value of grammar and its utility for criticism and mastery of word painting, and will help them to discriminate between writing that is pervaded by the beauty of goodness and glows with the jewellery of truth, and that which is made up of sham sentiment, sparkles with tinsel only, and is essentially trash. The additional history is not a great deal: a text-book is prescribed by which the details may be covered more uniformly than by leaving, as hitherto, the filling in to be at the discretion of the teacher. The committee were in agreement not to cumber our schedule with a fragmentary beginning in Latin or French or German, on the ground that so much as could be inserted would be in itself valueless; that in the case of our pupils who do not pass on to secondary schools, the subjects would not be pursued and therefore the little acquired would be soon forgotten; and that those pupils who do go on to higher schools lose nothing by waiting till they do so before they begin the study of foreign languages. This addition to our curriculum will, except in the matter of languages, as just touched upon, bring us abreast of the course of instruction in the primary schools of New South Wales—that is to say, of the "superior schools" of that colony, for there is no difference in the course of instruction, as laid down in their regulations, between a "superior" school and any other primary school. The question now is whether we shall be able to cover effectively the ground laid down. We must try. If we fail we must find out why, and try again. With regard to history and literature, a little shifting of the point of view is all that is needed by the teachers. Most teachers, let us hope, have some hobby in science, over the wide range open to them, which it will be more a pleasure than a labour for them to teach to their upper class pupils; and to the female teachers, of my own personal motion, I would especially commend, rather than any of the ologies, the science of the home, under whatever variety of Greek names its personality may be concealed. Our teachers are well able for the elementary mathematics called for, and should enjoy teaching it. I except, of course, our women, who have never yet been trained by us to face geometry and algebra; but I should not like to think of our girls as exempted from the cultivation of these subjects—in which, indeed, some of them are very apt—or deprived of the culture they impart; and I feel sure that if some of our able women lead the way into mathematics the imperious dictates of fashion will bring a large following. In the meantime let the new work be faced, on the part of the teachers, with strenuous energy, patient perseverance, a large hope, and above all in a loving, bright, and cheerful spirit; and on the part of the inspectors in a broad-minded, catholic way, in a generous spirit, liberally crediting those who are doing their best, and not unduly hurrying for immediate results. So, in a time not long hence, the public may expect to reap the fruits of what is, to my mind, wholly a right effort.

In the statistics for the year I again note Provisional schools to the number of 67, which, on the warrant of their average attendance, ought to be State schools. I do not bring this matter forward or press it unduly, so as to hamper the Minister or trespass violently on the financial resources of the country; but makeshifts should not be tolerated a day longer than can be helped, let alone perpetuated; and I am bound to point out the immense impulse that would be imparted to the service by establishing State schools to supersede large Provisional schools amid a settled population, and thus affording comfortable homes and larger duties for married men now serving as assistants, on a salary which was never designed to be a salary for a married man. Of these there are now a score on the list, and I know of others who would marry at once if they saw an open door to a home without straitened circumstances.

The attendance of pupils shows an unusually large increase for the year, and the ratio of attendance to enrolment shows a still more extraordinary increase. What this betterment arises from it is not easy to say. The increase in the population of the colony is normal. Perhaps the teachers, in their anxiety to raise the classification of their schools, have taken greater care and
the children attend regularly and that they get all the available pupils, and they
schoolmasterly artifices to draw the children to school and make them fond of it

This increase of attendance has needed 110 more teachers to cope wit
number of teachers, together with the restoration of rates of salary paym
accounts for the large increase in salaries for the year—namely, £19,000

Sometimes difficulties arise between the Department and the promoters of schools in thinly peopled places; and I have thought that in such cases the people were not always reasonable, and that the Department received unmerited blame. At present the regulation stands that an average attendance of 12 pupils is the lowest limit for which the Department can provide a teacher with the ordinary salary sufficient to live on and can also help to provide a decent building and teaching appliances. For a smaller number of pupils the Department can do nothing under ordinary rules: and it is clear that there must be some rule and some limit to prevent a charge on the education vote for a tutor to the family of each settler; but there is a constant disposition to meet as far as it can be done the praiseworthy longing of parents for the education of their children. The people say they have no money: the Department has not much: it is difficult to make ends meet; and year out and year in ever so many deserving works have to be fought off for lack of means. If now, in our common destitution, the people will unite their labour to provide a weather-tight slab building, with simple seats for the children, and something they can write upon, with a few other appliances to make teaching possible, we on our part will send the needful books and smaller requisites, and will try to find a teacher who will take the place for the money that can be spared for the seven, eight, nine, or ten pupils who will attend. The minimum salary to a female teacher, in ordinary circumstances, is £70 a year, out of which she will have to spend £25 to £40 a year for board, leaving a balance of £30 to £45 for other expenditure. Now, if the Department allows salary at £40 or £50, could not the people club together and find board? If not, how can a suitable candidate be induced to take the place? I have heard it said that such people as are now in question are treated hardly as compared with people in country places where the population is denser, or with people in the towns. I feel free to commit myself to the opinion that those men who have to beg through Brisbane for £100 for their school would think themselves let off lightly if, considering their means and the worth of their time, they had no harder task set them than the scattered settlers above referred to in their circumstances.

The Department has no mandate to follow the pupils when they have left our schools; but, after seeing how much is done in London and elsewhere, both in book-learning and in tool-learning, by means of continuation schools, either in the daytime or in the evening, one can scarcely help wishing that more should be done in that way in Queensland, where it might be practicable, as in the larger towns. Bursaries, or scholarships, or prizes to some form of continuation school might do more good to struggling learners than similar helps to grammar school or agricultural college; and if the State cannot take up the notion, it will remain as a fine field for private benefactions from the colony's industrial magnates.

In connection with the after school days of our pupils, it may be said that the cadet corps, recently started from our schools, are working in fine heart, as shown by the reports of the officer commanding, and it is desirable that these drilled boys should by-and-bye become drilled men, kept under discipline and trained to shoot straight and manœuvre together.

Some weeks ago we had occasion to look into the number of leaves of absence granted to the teachers, and we found that as many as 750 had been granted since the beginning of this year, of which number nearly 500 must be set down to the epidemic of dengue fever. I am also made aware that the same disease was very prevalent in the North about this time last year and onwards. What with wet weather, floods, and dengue, the schools have had a poor start for the current year. Let us hope that better conditions may prevail during the rest of the year, so that by the end of it we may be able to congratulate ourselves on our usual amount of healthy progress.

I have, &c.,
D. EWART,
General Inspector.

The Under Secretary for Public Instruction.

APPENDIX B.

REPORT OF MR. DISTRICT INSPECTOR KILHAM.

Toowoomba, February, 1898.

Sir,—I have the honour to submit my General Report for the year 1897.

DISTRICT.

The Northern Downs inspectoral district, extending 900 miles west of Toowoomba and 350 miles from Windorah in the North to Hungerford in the South, was the same as last year.

Schools.—The schools in operation at the end of the year were 89, being 37 State, 44 Provisional, 4 Half-time, and 4 Roman Catholic schools. These may be subdivided as follows:—

State schools for boys only	2
„ „ „ girls „	1
„ „ „ girls and infants	1
„ „ mixed (boys, girls, and infants)	32
„ „ „ (infants only)	1
Provisional schools	44
Half-time schools...	4
Roman Catholic schools for boys only...	1
„ „ „ „ girls and infants...	3
	89

New Provisional schools were opened during the year at Eromanga, Kogan Village, Cecil Plains, and Wyandra. Sites for Provisional schools were approved at Rocky Bank (near Roma), Gowrie Estate (Toowoomba), Kogan Village, Bowenville, Maranoa River, Cecil Plains, and Mount Beagle (near Roma). When new schools are opened on all the sites approved this district will contain 92 schools.

All the State schools and Roman Catholic schools were inspected, but 5 Provisional and several newly-established schools were not visited for want of time. In addition to the ordinary inspections, 8 inquiries, occupying 20 days, were made for the establishment of schools, 7 incidental visits were made, 1 investigation of complaints was held, and 8 candidates were examined to test their fitness for the position of Provisional school teachers.

MATERIAL ORGANIZATION.

The accommodation was reported insufficient at Jondaryan, Mitchell, Roma, Taroom, and North Toowoomba (boys); and barely sufficient at Augathella, Charleville, Cunnamulla, Miles, North Toowoomba (girls and infants), South Toowoomba (girls and infants). If all the floor space provided were utilized, it would be sufficient for all the children in the district, but in many schools it is in excess of the requirements, ranging as it does from 6 square feet per child at Jondaryan, to 59 square feet at Gowrie Creek. A new class-room was erected at Roma towards the end of the year, and a new State school is being erected at Wilsonton to replace the Provisional school. Many State school buildings require painting, but with this exception they were reported in fair to very good condition, and furniture was fully supplied. Minor repairs were authorised where necessary, a sum of £18 8s. 4d. having been expended for that purpose. A good teacher will not wait for the Department to supply him with objects, models, pictures, &c., to illustrate his lessons in mechanics, geology, agriculture, or common manufactures. Such can be collected at very small cost, and being the property of the teacher, could be taken with him from one school to another when transferred. Two schools in this district, Glencoe and Gowrie Little Plain, deserve special mention for the fine collections of pictures and objects, useful in teaching, which have been provided by the teachers. They have not restricted themselves to collecting in Queensland alone, but have obtained specimens of processes of manufactures from the manufacturers themselves in England and Germany. The mere examination of these pictures and objects is an object lesson in itself without any lecturing by the teacher.

INTERNAL ORGANIZATION.

Staff.—The staff strength in State schools is 1 teacher to 34 pupils in average attendance, and ranges from 49 at Mitchell and Gowrie Little Plain to 13 at Condamine. In Provisional schools, the average is 18 pupils to each teacher, but the attendance falls below that required by the Act, at Beranga Bridge, Wangary, and East Prairie. The number of teachers employed is 180—namely, 106 in State schools, 44 in Provisional, and 30 in Roman Catholic schools. They are classed as 83 head teachers, 58 assistants, and 39 pupil-teachers. None of the teachers in Provisional schools are classified, and these are increasing in number year by year. Thus, of the total number of teachers in this district, 43 per cent. are classified and 57 per cent. are unclassified.

The training of pupil-teachers in class management and teaching does not receive so much attention as formerly, from the fact that since staffs have been reduced, the head teacher has his own section of the school to teach, and has therefore little time to devote to the professional training of his subordinates.

Classification.—The total enrolment for the whole district is 5,950—viz., in State schools, 4,490; in Provisional, 861; and in Roman Catholic schools, 599. The number of pupils examined is 5,130—viz., in State schools, 3,891; in Provisional, 701; and in Roman Catholic schools, 538. The percentage of enrolment in each class in State schools is—Sixth class, 1·6; fifth, 8·3; fourth, 12·5; third, 19·8; second, 21; and first, 36·5. In Provisional schools—Fifth class, 2·6; fourth, 14·2; third, 16·3; second, 25·2; and first, 41·2.

Average age in each class is—Sixth, 14·6; fifth, 13·5; fourth, 12·4; third, 10·7; second, 9·1; first, 7· Several teachers are under the erroneous impression that pupils must be classified according to their *time in class*, whereas Regulation 115 distinctly states that pupils must not be promoted to any class until their *average attainments* in the subjects of instruction show that they are fit for that class. Others again retard progress by frequently repeating lessons in certain subjects which are well known, instead of advancing beyond the specified work of the half-year. This they do under the impression that the half-year's work mentioned in the schedule must be strictly adhered to in all subjects until the class is promoted. Thus, if tables or arithmetic advance more rapidly than other requirements, it is a waste of time to keep a class repeating what has been well mastered, because reading and other subjects in the half-year's course are not up to the standard for promotion.

The average attendance for the whole district was 4,668·7, or 78·4 per cent. of the enrolment.

Regularity of attendance slightly improved during the year—2,812, or 62·6 per cent., attended regularly in State schools, and 513, or 59·5 per cent., in Provisional schools. The greatest irregularity of attendance was reported at—Wangary, 22·2 per cent.; Eulo, 27·2; Gomorron, 28·8; Bergen, 33·3; Lagoon Creek, 34; Yamsion, 35·3; and Wallumbilla, 39·5.

Children not attending any school are returned as 172, but the number would probably be greater if proper statistics could be obtained, for 32 head teachers could give no information.

Clause 26 of the Act provides that any child who has been educated up to the standard of education shall be entitled to receive a certificate setting forth that he has been so educated, and the degree of competency attained by him. Hitherto this has never been taken advantage of by teachers to promote regularity and retain pupils longer in school. These certificates would be highly valued by pupils and parents as they might be useful to boys applying for situations when leaving school.

During the year 1,044 boys and 845 girls were admitted into State schools, 197 boys and 196 girls into Provisional schools. The class promotions made were 3,389 in State schools, and 629 in Provisional schools.

INSTRUCTION. Of the fifteen subjects of instruction which have to be examined, good results are generally obtained in reading, recitation, arithmetic, writing, drawing, drill, and needlework. Indifferent teaching is mostly found in object lessons, under which are included lessons on *useful knowledge, mechanics, agriculture, geology, domestic economy, and first aid*. There is a want of system in arranging these lessons to provide for the mental training of the intellectual faculties. The teacher should make choice of a subject in which he is interested, or in which he can interest his pupils, then plan a sequence of lessons to extend over a certain period, so that by a proper gradation a general grasp of the whole may be obtained. For mechanics, agriculture, and domestic economy, the Department has provided text-books, and arranged the sequence of lessons, but in geology, lessons on useful knowledge, and first aid in accidents, the teacher is left to his own devices. It is in these latter branches that the teaching is usually of a very desultory and aimless character.

The highest marks for class proficiency were obtained in the following State schools:—

Sixth Class. North Toowoomba (girls), 86·3; South Toowoomba (girls), 83·3; Gowrie Junction, 77·7; North Toowoomba (boys), 77·5.

Fifth Class. North Toowoomba (girls), 81; South Toowoomba (girls), 78·3; Gowrie Junction, 77·7; Gowrie Road, 77·7; Middle Ridge, 77·5; Glencoe, 77·3; Jondaryan, 75·2; Mitchell, 75; Cunnamulla, 74·8; Goombungee, [illegible].

Fourth Class. Gowrie Road, 79; Hodgson, 76·3; South Toowoomba (boys), 75·6; Glencoe, 75·4; Maida Hill, [illegible]; Augathella, 74·3; Middle Ridge, 73·6; Mitchell, 73·5; South Toowoomba (girls), 72·2.

Third Class. Glencoe, 79·4; Gowrie Junction, 77·1; Maida Hill, 77; Jondaryan, 76·1; South Toowoomba (girls), 74·8; Mitchell, 74; Wallumbilla, 74; Augathella, 73·5; Hodgson, 72·5; Charleville, 72·3.

Second Class. Middle Ridge, 80·6; Glencoe, 79·8; Augathella, 78·5; Gowrie Road, 78·2; Gowrie Junction, [illegible]; Gowrie Little Plain, 78·8; Maida Hill, 78·8.

First Class. Glencoe, 82·8; Maida Hill, 79; Gowrie Little Plain, 77·6; Gowrie Junction, 77·2; Gowrie Road, [illegible]; North Toowoomba (girls), 74·8; South Toowoomba (girls), 73·5; Charleville, 70·6.

The average results of examinations for the whole district are 65·4 in State, and 61·9 in Provisional schools. The following schools have distinguished themselves for general efficiency and very good progress:—Glencoe, [illegible]; Gowrie Road, 77·7; Gowrie Junction, 77; Maida Hill, 76; South Toowoomba (girls), 74·8; North Toowoomba (girls), 73·8; Augathella, 72·9; Gowrie Little Plain, 72·8; Middle Ridge, 71; Jondaryan, 69·4; Charleville, 68·8; Hodgson, 68·3; South Toowoomba (infants), 68·1; Wallumbilla, 68·1; Cunnamulla, 68·1; North Toowoomba (boys), 67·8; [illegible], 66; Goombungee, 65·3; East Toowoomba, 64·6; [illegible], 63·8; South Toowoomba (boys), [illegible].

I have, &c.,

J. KILHAM,

District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR CAINE.

South Brisbane, February, 1898.

SIR,—I have the honour to submit my General Report for the year 1897.

DISTRICT.

The district allotted to me was described as Moreton North, and included some schools in North Brisbane, the schools in the northern and western suburbs, all the country schools from Moggill on the west and Myrtle on the east to Caboolture and Kilcoy on the north, and all the schools in the Brisbane River Valley from Pine Mountain to Esk and Nanango.

The schools in operation at the end of the year in this district were 46 State schools, 38 Provisional schools, and 8 Roman Catholic schools.

They may also be classified as follows :—

State schools for boys only	1
State schools for girls and infants only	1
Mixed State schools	44
Provisional schools	38
Roman Catholic schools (mixed)	4
Roman Catholic schools (infant)	4
Total	92

Three of the 38 Provisional schools were opened and added to my list during the year—namely, Durundur, Cross Roads (Mount Brisbane), and Taabinga Village. And already 3 additional Provisional schools have been added to my list for the present year.

The increase in the number of small schools, chiefly Provisional, in several centres since I last visited them, about ten years ago, is very great. In the neighbourhoods of Woodford, Kilcoy, and Esk it is most marked, but in the Pine and Caboolture districts it is considerable. These are sure indications of the progress of settlement.

Of the mixed State schools there are several that may be described as large and some as very large. Those at Toowong, Breakfast Creek, and Sandgate are amongst the former, and those at Milton and Bowen Bridge Road among the latter.

Inquiries were held at six schools respecting complaints made against the teachers by members of the committees and others. One of these was held at a school not in my district, and necessitated a long journey by rail and occupied a considerable time. Two Provisional school buildings were inspected, and an inquiry respecting an application for the establishment of a Provisional school was made.

Of the 92 schools on my list, all, except one State school (Nanango) and 5 Provisional schools in the neighbourhood of Nanango, which were not inspected for want of time, were inspected in detail. Every child of every class was examined. In one school only was the examination abridged, and there only slightly. The travelling *plus* inspecting made the year one of long hours. I was inspecting schools and performing other work in connection with my district continuously from the 1st February to the 9th December, the day on which the schools closed for the Christmas holidays, except that for a short time at Midwinter I was drafting examination papers. Supervising the general examination of teachers and others at the Boys' Central school, writing several reports of inspection of schools, and commencing the valuation of examination papers brought the year's work to a close.

MATERIAL ORGANIZATION.

The State school buildings were, on the whole, in very fair repair. At the time of inspection several schools needed repairs and painting, but they were either being attended to then or they were to be immediately afterwards. So that at the end of the year the buildings generally were no doubt in good condition.

The Provisional school buildings which have been built of late years are superior to those formerly provided. One of the last erected in this district—at Cross Roads (Mount Brisbane)—is a neat substantial building, which in all its completeness would do no discredit to a State school.

With a few exceptions, the Provisional school buildings were suitable and in good repair. Those at Dahmongah and Atkinson's Lagoon have been enlarged and improved. Those at Wararba, Kobble Creek, Forbes Creek, Sheepstation Creek, Ferndale, and Ivory's Creek are the exceptions. Provisional school buildings are seldom provided with more than one veranda, and that one is generally placed at the front, irrespective of aspect. When the back of the building is towards the north or west, the heat from the exposed hardwood walls becomes excessive and very unpleasant. This is the case at Stanmore and at Durundur, where the verandas are on the south side of the building, and at Kobble Creek, where there is very insufficient veranda protection. At Neurum Creek school there are two verandas, and this evil has been obviated. At Ivory's Creek the school accommodation was of a very unsuitable kind.

The school furniture and material for instruction in State and Provisional schools have generally been found to be sufficient and suitable. All defects and requirements have been reported.

The floor space provided at the State schools was sufficient, except in the case of the following:—Indooroopilly Pocket, Clayfield (where, however, an additional building was being erected at the time of inspection; so that now, no doubt, there is abundant accommodation), Toowong (only slightly insufficient), Milton, Bowen Bridge Road, and Esk. Arrangements are being made to provide increased accommodation at Bowen Bridge Road School. The attendance at the Milton School is increasing rapidly, and has also out-grown the accommodation. More than 700 children were examined there last year: the exact number was 774.

Referring to the growth of the Clayfield School reminds me that the opening of that school, erected as it is in a very central position, was expected to seriously lower the attendance at the nearest surrounding schools, those at Bowen Bridge Road, Nundah, and Eagle Farm. These schools suffered much less than was expected, and will probably soon be as large as ever, although the Clayfield School had 421 pupils on the rolls at last inspection. The same thing occurred when the Woolloongabba schools were established. It appears that many children probably attend no school (some may attend small private schools), if there is no State school in their immediate neighbourhood.

INTERNAL ORGANIZATION.

The total number of children on the rolls of the State schools at the time of inspection was 7,207; the average attendance for the month preceding inspection was 5,934·2; the number of children examined was 6,152.

Of the Provisional schools the corresponding numbers were: On the rolls, 934; average attendance, 671·3; number examined, 700.

The number of teachers employed in the State schools was 152—45 head teachers, 61 assistant teachers, and 46 pupil-teachers. The average number of pupils taught by each teacher in the State schools was 39.

Of each Provisional school there was one teacher, except in one large school where there were two; and the average number of pupils to each teacher in the Provisional schools was 197.

The total number of pupils examined in the State, Provisional, and Roman Catholic schools was 8,206.

Of the teachers in this district the great majority are working industriously and intelligently. All the teachers, head and assistant, in classified State schools, except two, were classified; but only two teachers in the list of teachers of Provisional schools and of unclassified State schools were similarly qualified. This is to be regretted, for, although the qualifications of Provisional school teachers appear to have improved somewhat during the last ten or twelve years, the quality of the instruction given in Provisional schools is still very inferior to that provided in the State schools. If a scheme could be arranged by which the Provisional schools of a district could be regularly supplied with classified teachers from the ranks of the pupil-teachers at the end of their course or after an additional year's experience in the State school, much good would result; for in this district and within 60 or 70 miles from Brisbane there are 35 Provisional schools and several unclassified State schools. If all Provisional schools could be raised to the efficiency of State schools, the immediate and future benefit to the colony would be far-reaching and invaluable. When examining a Provisional school last year, which I had previously inspected several times many years before, and the results of which I had always found to be of the ordinary Provisional school type, I was struck by the bright, intelligent, and correct answering of many of the children. The cause of the change was not hard to discover. A classified and intelligent teacher (ex-pupil-teacher) had only a short time before the inspection retired from the charge of this school.

Teachers of Provisional and other small schools (and some even of larger ones) are sometimes unsuccessful in their work from want of earnestness and determination to do well. There may be difficulties, but "where there's a will there's a way." These do not use the ability and information they possess. They lack enthusiasm.

DISCIPLINE.—Of the discipline in the State schools I can report most favourably. It ranged from *fair* to *very good*; and it was generally strict, kindly, and effective. In most of the Provisional schools the children were well controlled and in good discipline. In a few only the discipline was described as *fair*.

CLASSIFICATION.—The evil of dividing the school into a large number of drafts was very often seen. In small schools under the charge of one teacher, six, seven, and eight drafts were found. These drafts are divisions, and are practically *classes*, for there is a different programme for each. The teacher of a small school, who is unassisted, should classify his school in accordance with Schedule V. mainly; it is in attempting to classify in accordance with the divisions of Schedule VI., which are, of course, suitable only for a very large school, that his divisions or classes become so numerous. Teachers of small schools should remember that they cannot indulge in the luxury of the large number of divisions into which a large school may be, and often must be, divided.

Another mistake in the matter of classification was that pupils in the smaller schools were often placed in classes for which they were not fit. This is, no doubt, sometimes done to please or satisfy parents who are by no means the best judges. Of course, the instruction in such cases was necessarily very unsound.

ATTENDANCE.—The attendance cannot be considered satisfactorily regular, although in the State schools the attendance has been less irregular than in the State schools of my districts of former years.

The number of pupils on the rolls of the State schools at the end of the quarter preceding inspection was 7,449; and the number of these who attended at least four-fifths of their time was 4,588. The corresponding numbers in the case of the Provisional schools were respectively 956 (on roll) and 510 (attended four-fifths of their time).

Thus, of the 7,449 State school pupils, 4,588 attended with fair regularity, that is, as all children should attend whose parents expect them to make progress; and the remainder, 2,861, attended irregularly. In the case of the Provisional schools, 510 pupils attended regularly, and 446 irregularly. When schools and teachers have been provided by the State at the express wish of the people, it seems only fair that the pupils should be required to attend with sufficient regularity to benefit substantially by the instruction given. Sound elementary education is essential in these days for all classes of children, if we are not prepared to fall behind other communities.

INSTRUCTION.—In the State schools the methods of teaching are generally intelligent and suitable, and the character of the instruction fairly sound and satisfactory. In the Provisional schools the attainments were lower, but often satisfactory under the circumstances. The proficiency in the State schools varied from *very creditable* to *pretty fair*, and in the Provisional schools from *satisfactory* to *indifferent*.

The reading was generally accurate and fluent, and often fairly expressive. In a few schools, however, two serious faults were noticed. Children, who read fluently, read in a "sing-song" monotone, or they regularly dropped their voices at the end of each sentence.

Recitation in many small schools consisted merely of repeating pieces hurriedly or indistinctly, but with fair fluency. There were, however, some pleasing exceptions, where the expression was deliberate, distinct, and natural. The pieces selected for the lowest drafts are often not as suitable as they might be.

The writing continues to be, on the whole, well taught, and the copybooks are rarely otherwise than neat and clean. But the new and differing styles of writing are doing harm. They are *changes* without any *improvement*, and changes for which I can see no justification. The old style of writing is as distinct and legible as "Vere Foster's Bold Writing" or "Jackson's Upright Writing," is much more graceful, and is more easily imitated.

Slate arithmetic with mensuration and mental arithmetic are not strong subjects. The results, on the whole, have been disappointing. The course in arithmetic and mensuration has been generally gone over, but has not been mastered. More practice both in mechanical and intellectual work is necessary, although the time-tables show that a large amount of time is already devoted to arithmetic. Mental arithmetic has not received sufficient attention. If a fair amount of attention had been given to it, and if the course prescribed had been observed, the results would have been better. This branch may be made very helpful in teaching the principles on which many problems in arithmetic may be solved.

Geography and grammar were taught, on the whole, fairly well, the results differing very much in the different schools, and even in the different classes of the same school. In many schools the proficiency in these subjects was creditable; in some of the weaker Provisional schools it was only moderate. The geography of the second class, particularly in the matter of being able to find places on the map, is often neglected in small schools. This is a pity, for a knowledge of the position of continents, oceans, islands, &c., is a most useful framework and foundation for future lessons in this useful subject. The correction of sentences, which is supposed to be taught in the Fifth and Sixth Classes, and which is probably the most practically useful branch of grammar, appears, by the results obtained, sometimes to receive too little attention.

I have, &c.,

J. J. CAINE,

District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR MACGROARTY.

South Brisbane, January, 1898.

SIR,—I have the honour to submit to you my General Report for the year 1897.

The district in my charge, called "Brisbane and Gympie," includes most of the schools in North Brisbane and Fortitude Valley, with those at Kelvin Grove road, Ithaca Creek, and the Roman Catholic schools at Wooloowin and Sandgate; the schools near the railway line between the Brisbane River and Booval, with those at Blackstone, Redbank Plains, and Upper Bundamba; all the schools in Gympie and its vicinity, extending as far as Widgee and Imbil; and the schools near the North Coast Line between Beerwah and Gympie, including those on the Blackall Range and Buderim Mountain. Towards the close of the year, the Newtown School, near Ipswich, in Mr. Inspector Kennedy's district, and the schools at Nanango and its neighbourhood, in Mr. Caine's district, in all eight schools, were allotted to me for inspection.

SCHOOLS.—The number of schools in my own district at the end of the year was 67, and they may be classed as follows:—

State schools for Girls only	4
" " " Boys only	6
" " " Infants only	4
" " " Girls and Infants	2
" " " Boys, Girls, and Infants	12
Unclassified State schools	3
Provisional schools	30
Roman Catholic schools	4
Church of England school	1
Private school (Bowen House)	1
Total	67

During the year 4 new Provisional schools were opened in the district—Imbil, Pinbarren, Eudlo, and Maleny, the last as a half-time school—and the State school at Redbank, after having been closed for some time, was reopened as an unclassified State school. A new, neat, and substantial Provisional school building and the necessary furniture were completed at Cooroora, on the Tewantin road, towards the end of November, and will, no doubt, be in operation early this year. A visit of inquiry about an application for the establishment of a new Provisional school at Woondum was made towards the end of October. The Provisional school at Eel Creek, near Gympie, and the Roman Catholic school at the Monkland were closed the whole year.

Two weeks' leave of absence excepted, the first month of the year was spent in valuing examination papers, and in writing my Annual Report. The work of inspection began on the 1st of February, and, excepting a week spent in drafting examination papers, from that date till the schools were closed for the summer holidays, my time was fully occupied in examining schools, in travelling, in inspecting new Provisional school buildings, in holding inquiries, and in furnishing reports. The last few weeks of the year were taken up with duties connected with the annual examination of teachers, pupil-teachers, and candidates for grammar school scholarships. While inquiring into some complaints made against teachers in my district, I could not help recalling remarks made some time ago by Mr. C. Watson, B.A., President of the New Zealand Educational Institute, on the vexations and humiliations that some teachers have to face. After commenting on the many rocks in the teacher's path, Mr. Watson adds, "There are many other directions from which trouble may come on him, and affect his position as a public servant. His relations with the committee and with the parents are full of danger. He must be very cautious what friendships he enters into lest he give offence in other quarters. He is so peculiarly placed that any malevolent person in his district can sooner or later make his position unbearable. No other public officer is so open to attack, and so easily injured." In the cases investigated by me this year, where complaints were made against teachers, the statements made by most of the witnesses were wholly without foundation. One of the teachers instituted legal proceedings against one witness, with the result that the latter was very glad, in order to stay further proceedings, to pay the teacher's solicitor £1 1s. and to sign a most ample apology prepared by the solicitor, and he pressed the solicitor very hard to accept another £1 1s. to stop the publication in the local Press of this apology to the teacher. The solicitor of course refused to accept the bribe. I am strongly of opinion that in such inquiries evidence *on oath* should be taken, when I am sure witnesses would be much less reckless in the statements made by them, and to this end we have the necessary means in the Public Service Board.

MATERIAL ORGANIZATION.

Good, roomy, and substantial Provisional school buildings were erected at Pinbarren, Eudlo, and Imbil, the last without any cost to the Department. Wings—50 feet by 20 feet, respectively—have been added to schools at Monkland and Kelvin Grove (boys), and a fine shed—120 feet by 30 feet—has been provided for the Brisbane Central (boys) school. The accommodation is generally sufficient, but in the following schools the inside floor space is even below the requirement of 8 square feet to each child:—

	Inside Floor Space.	Average Attendance.
Gympie Central (girls)	2,340 square feet ...	443·5
" " (boys)	1,800 " ...	318·4
" One-Mile (girls)	2,200 " ...	332·8
" " (boys)	2,320 " ...	352·7
Leichhardt street (girls)	2,488 " ...	314·3
" " (boys)	2,500 " ...	324·7
Fortitude Valley (girls)	3,600 " ...	483·1
" " (infants)	2,350 " ...	304·2
Brisbane Central (boys)	8,022 " ...	1040·3
Newtown (mixed)	2,960 " ...	385·2
Cootharaba road (prov.)	308 " ...	45·9

Extensive repairs and alterations have been effected at Leichhardt street (boys), Leichhardt street (girls), Kelvin Grove (girls and infants), and Nanango: the residence at the Tewantin School has been enlarged. Painting and repairs are needed at the Gympie Central, and One-Mile schools, Sherwood, Upper Bundamba, and Blackstone.

The furniture, apparatus, and material for instruction are generally suitable and sufficient. Cabinets to hold specimens to illustrate object and other lessons are not at all common in the schools of this district, but in this connection the Brisbane Central (boys), where specimen boxes exemplifying the different stages in the manufacture of many articles in common use are provided, is a noted exception; beautiful plates and diagrams to illustrate lessons on physiology are also a special feature of this fine school.

The celebration of "Arbor Day," in 1897, did not seem to be a very special feature in the schools of the district, but there is evidence in most school grounds that the important work of tree-planting has not been neglected in past years. Small patches of ground in front of the Fortitude Valley (boys) and Leichhardt street schools are real patterns of neatness and taste of which the teachers may well be proud, and the pity is that such spots are not often met with in connection with our school grounds. There should be little difficulty in having small plots about a school tastefully laid out with a number of flower beds, all of which might be kept in order, under some little supervision on the part of the teacher, by the pupils themselves, and from which such pupils would derive much more lasting and practical benefit than they can do either from committing to memory names of places of little note only to be forgotten in most instances soon after reaching a higher class, or from worrying themselves over grammatical puzzles in analysis and parsing, of which men like John Bright and Gladstone never heard in their school days.

INTERNAL ORGANIZATION.

The teachers of the district as a body, principals and assistants, are zealous and intelligent, and well qualified for the discharge of their onerous and important duties; they are faithful public servants, and their influence for good is felt and appreciated by the general community. The following figures show the classification of the teaching staff employed at the time of inspection in the schools of the district, Roman Catholic, Church of England, and private schools not included:—

	MALES.		FEMALES.	
	Head Teachers.	Assistants.	Head Teachers.	Assistants.
First Class, Division 1	4	0	1	0
„ „ „ 2	1	0	0	0
„ „ „ 3	1	0	0	0
Second Class, Division 1	6	3	3	0
„ „ „ 2	0	1	3	0
„ „ „ 3	0	0	1	0
Third Class, Division 1	5	14	2	31
„ „ „ 2	1	12	0	33
„ „ „ 3	0	7	1	5
Unclassified Teachers	13	0	12	5
Pupil-teachers, Fourth Class	0	3	4	2
„ Third Class	0	4	1	3
„ Second Class	0	7	2	5
„ First Class	0	12	0	21
„ on Probation	0	2	0	8

In the State and Provisional schools of the district there are 135 classified teachers, 5·2 per cent. of them being in the first class, 12·6 per cent. in the second class, and 82·2 per cent. in the third class; but reckoning only those of them in charge of schools, 24·14 per cent. must be allotted to the first class, 44·83 per cent. to the second class, and 31·03 per cent. to the third class. The percentages of the whole teaching staff in the following ranks are:—

Classified teachers—all except 1 in State schools	56·7 per cent.
Unclassified teachers—all but 4 in Provisional and reduced State schools	12·2 „
Pupil teachers of Fourth Class—all except 4 in State schools	3·8 „
„ Third Class „ 1 „ „	3·3 „
„ Second Class „ 2 „ „	5·9 „
„ First Class—all in State Schools	13·9 „
„ On Probation „ „	4·2 „

In the State, reduced State, and Provisional schools the number of pupils in average attendance to each teacher—including the pupil-teachers on probation, whose help can seldom be counted for much—was 36·8—in State schools, 39·3; in reduced State, 27·7; and in Provisional, 20·9. In 14 State schools the pupils to each teacher reached or exceeded 40—in one of them 45·5. In reduced State schools the lowest average was 20, and the highest 33·2. In Provisional schools the number varies from 11·9 to 45·9; in four of them—Cootharaba Road, Lagoon Pocket, Nambour, and Yandina—the average exceeds the *minimum* required in a State school. The conversion of these, and similarly circumstanced schools in other districts, into State schools would create an opening for assistants who are qualified to become head-teachers.

GOVERNMENT.—An open, cheerful, frank, and healthy tone is, as a rule, noticeable among the pupils of this district, and a most pleasing feature in their demeanour is a kindly and thoughtful consideration for those with whom they come in contact. Wherever you find a teacher able to secure good attention on the part of his pupils, and capable of getting them to think, and to take pleasure in exercising their mental powers, there you will find discipline and progress uniformly good. It sometimes happens that a head-teacher can secure in his own class all the conditions necessary for his pupils' progress and good behaviour, while in another department of the school is seen an assistant teacher trying his level best, but in vain, to hold the attention of his pupils, and to keep up even the semblance of good order in his class; in such an instance, the head-teacher should at once make up his mind that the discipline of his school is not satisfactory, and that his own influence in the school has not been sufficiently deep and far-reaching.

CLASSIFICATION.—In most large schools the classification is judicious and workable, but in the majority of small ones it is much too minute. In 3 schools, with 19, 30, and 34 pupils respectively, I found each teacher trying to look after seven drafts; in five instances there were six drafts to one teacher, while five drafts to one teacher is very common; in a school with only one teacher the number of drafts should not exceed four. The schedule requirements are, on the whole, more than fairly overtaken, the average proficiency for all schools having reached 63·4 per cent.—State schools, 64·7 per cent.; reduced State schools, 62·5 per cent.; and Provisional schools, 60·8 per cent. In most instances the ages of pupils compared with the standard are in excess.

The number of schools below 50 per cent. in proficiency was	1
The number of schools between 50 and 60 per cent. in proficiency was	14
The number of schools between 60 and 70 per cent. in proficiency was	52
The number of schools 70 per cent. or over in proficiency was	2

Including Roman Catholic, Church of England, and private schools, as well as those inspected outside my own district, the children examined by me during the year numbered 11,185.

In *quantity* the attendance for State and Provisional schools was quite good—80·7 per cent. of the enrolment; State and reduced State being 81·4 per cent., and Provisional schools 72·8; its *quality*, too, though still capable of improvement, was more satisfactory than I could report it to be in previous years, 61·8 per cent. of the enrolment having attended school four days out of five.

Records.—The school records are in most instances neatly and faithfully kept.

Special Observations.—In two schools the average percentage of all results exceeded 70:—Brisbane Central (infants), 71 per cent.; Fortitude Valley (infants), 70·2 per cent. Then follow, more or less closely, Nanango, 68·9 per cent.; Brisbane Central (girls), 68·5 per cent.; Brisbane Central (boys), 68·5 per cent.; Newtown, 68·4 per cent.; Imbil, 67·8 per cent.; Kelvin Grove road (girls and infants), 67·2 per cent.; Gympie (girls and infants), 66·7 per cent.; Kunioon, 66·4 per cent.; Dulong, 66·3 per cent.; Booie, 65·7 per cent.; Leichhardt street (infants), 65·6 per cent.; Fortitude Valley (girls), 65·5 per cent.; Monkland, 65·4 per cent.; Taabinga Village, 65·3 per cent.; Cooran, 65·2 per cent.; and Goodna, 65·1 per cent. The schools with the lowest percentages were Cootharaba road, 49·4 per cent.; Mooloolah Plains, 50·9 per cent.; Eumundi, 53·3 per cent.; Bunya Creek (second inspection), 54 per cent.; Teutoberg, 54·5 per cent.; and Traveston, 54·7 per cent. The classes that gained 70 per cent. or over were in the following schools:—

Sixth Class.—Bundamba Upper, 72·9; Fortitude Valley (boys), 71·7; Brisbane Central (boys), 70·8; Gympie Central (girls and infants) 70·5; Newtown, 70·4; Brisbane Central (girls), 70·3; Fortitude Valley (girls), Leichhardt street (girls), Kelvin Grove road (boys), and Ithaca Creek, 70 each.

Fifth Class.—Newtown, 72·2; Brisbane Central (girls), 70·1; Kelvin Grove road (girls and infants) 70.

Fourth Class.—Gympie Central (girls and infants), 70·9; Cooran, 70·5.

Third Class.—Nanango, 70·2.

Second Class.—Nanango, 70·6.

First Class.—Imbil, 72·1; Brisbane Central (infants), 71; Brisbane Central (girls), 70·3; Fortitude Valley (infants), 70·2.

Up to date manuals on methods of teaching being within easy reach of our teachers, I shall not load this report with remarks in this connection, further than to add the following quotation from a circular issued many years ago by Dr. Forrester, and which, if kept well in view by teachers, may be found of service to themselves and their pupils:—"The educator, whatever the branch of knowledge he imparts, must be, at least, as much concerned about the mode of doing it as he is about the measure or extent of his acquirements regarding it; more anxious to make the children go through the exercises themselves, than to tell them how to do them, or to do these exercises for them; more bent to make the subject plain and intelligible to the most stupid in the class, than to the most bright and talented; more ambitious to deposit in their minds things, realities, ideas, than he is to obtain from them the most accurate and lengthened recitation of technical terms, or of well-constructed rules; more intent to awaken within their bosoms a thirst for knowledge, and to provide them with the means of gratifying it, than to make them encyclopædias of learning."

Sixteen boys and 5 girls—Brisbane Central (boys), 9; Brisbane Central (girls), 4; Bowen House, 3; Leichhardt street (boys), 2; Bundamba Lower, Newtown, and Goodna, 1 each—were successful in gaining Grammar School Scholarships at the annual examination held in December last; this is 58⅓ per cent. of all the scholarships won over the whole colony; three others—one from Bowen House, and one boy and one girl from the Monkland school, Gympie—succeeded in winning bursaries to Grammar Schools. One boy from the Brisbane Central School gained a bursary to the Agricultural College.

I have, &c.,

D. C. MACGROARTY,

District Inspector.

The Under Secretary, Education Department, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR SHIRLEY.

South Brisbane, 31st January, 1898.

SIR,—I have the honour to submit my Report on the schools of the South Moreton District for the year 1897.

At the beginning of the year a considerable change was made in the boundaries of my district; the schools in South Brisbane and its suburbs were added to my charge, and I was relieved of those along the Ipswich railway line, the Esk line, and the coach road from Esk to Nanango. The official lists, supplied in January, 1897, gave the names of 44 State, 39 Provisional, 4 Roman Catholic, and 2 private schools, entrusted to me for inspection. To these must be added Myora Provisional school, reopened in March after petition and inquiry. Applications for State schools were received from East Brisbane and Norman Park, and for a Provisional school from Veresdale Scrub. In each case an inquiry was held and a report forwarded. Five inquiries were also held concerning charges against employees: two of these necessitated a change of head teacher; two were followed by reprimands; and in one case the teacher was exonerated.

In addition to ordinary duties, I was also charged with the collection of school exhibits for the Educational Court of the Brisbane Exhibition, with the arrangement of the exhibits, with the dismantling of the court, and the return of the numerous articles to their owners. I had also to act as juror in several sections. From teachers of all ranks I received the most hearty assistance, and I regret that the space secured—an area of 2,000 square feet—did not suffice for the exhibition of all the material provided. These duties occupied forty days, or nearly seven school weeks, omitting Sundays. Another week was given, by direction, to the compilation of a drill-book for the use of schools. The whole of the 90 schools on my list were examined in detail, and reports were furnished. On account of the large amount of time required for Exhibition duties no second inspections were possible.

The 44 State schools provide 58,730 square feet of interior floor space for 6,412 pupils in average attendance, an area far in excess of the official minimum of 8 square feet for each child. Additional rooms were added to the Beaudesert, Rocklea, and Woolloongabba (girls) schools; a new residence was built at Bulimba, and an addition was made to that at Alberton. Contracts for painting, or repairs, or both, were carried to completion at Beenleigh, Cedar Creek, Cleveland West, and Tallebudgera. In 40 Provisional schools the interior floor-space is 17,604 square feet, giving an average of over 20 square feet for each of the 826·6 pupils in average attendance. The Caningera Upper school was closed for part of the year, being severely damaged by white ants, but was reopened when the necessary repairs had been made.

In State schools there were 115 adult and 53 pupil-teachers engaged in the education of 7,841 enrolled pupils, of whom 6,412 were in daily attendance. The average charge of each teacher was therefore 46·7 enrolled pupils, and 38·1 average attendants. Of adult teachers, 4 males are of first class rank, and 18 males and 3 females of second class rank. Of 40 Provisional school teachers, 4 are of third class rank, 5 have passed the examination for temporary teachers, and 31 are unclassified. Each unclassified teacher has satisfied special examination tests as to fitness; 6 have been educated at grammar schools, 9 have been pupil-teachers in England or Australia, and 7 have had former experience in public or private schools. Provisional schools have a total enrolment of 1,075 pupils, and an average attendance of 826·6, giving 26·9 enrolled pupils, and 20·6 average attendants to each teacher. During the year there was a change of head teacher at Beenleigh, Coomera Lower, and Kangaroo Point (infants) State schools, and at Brown's Plains, Caningera Upper, Darlington, Gleneagle, Mount Cotton, Mudgeraba Lower, North Maclean, Stockleigh, and Westbury Provisional schools.

Although the inspection of schools is the duty which figures most largely in our work, it is only one among many. The district inspector is also the professional adviser, and his half-hour's chat with the teacher after school, or riding to or from school, is often of more educational effect than the examination. Much may also be done in advice on private matters, in the introduction to newer and better text-books, and at times in the loan of special works for perusal.

Of 8,916 pupils on roll, 7,239 are daily attendants, and 5,358 attend four days out of every five. The percentage of average attendance, obtained without compulsion, is therefore 81·2. Teachers are awakening to the fact that much may be done by themselves to improve the daily attendance, and schemes involving attendance marks, attendance tickets, and attendance prizes are now employed in many town and country schools. An average attendance of 88·5 per cent. was maintained at Junction Park State school from an enrolment of 728 pupils; and this percentage was exceeded by the much smaller schools at Cape Moreton, North Maclean, Stockleigh, Myora, Bulwer, and Mount Cotton. One hundred and sixty-one children were reported by teachers as not under instruction, although of school age. There may be omissions from this list in South Brisbane, but the return is reliable for the rest of South Moreton. Including pupils in the 6 schools not under State control, 8,288 children were presented for examination from a grand total of 9,466 scholars.

The classification of pupils shows a steady increase in the percentage of enrolment in senior and middle classes, and a consequent decrease in infant divisions. The percentages for this year are:—For the three senior classes, 23·3 per cent.; for the two middle sections, 40·6 per cent.; for the infant divisions, 36·1 per cent. This development deserves serious consideration in all arrangements for the staffing of schools, as a comparison of numbers alone does not show clearly the increased demands on our teachers.

The progress of scholars is generally satisfactory throughout the district. The average percentage of all examination results for the year is as follows:—For State schools, 64·8 per cent.; for Provisional schools, 61·9 per cent. The following, placed in order of merit, obtained a percentage of 70 or over:—Rocklea, Redland Bay, Eight-mile Plains, Coorparoo, Bulwer, Woolloongabba Boys', Kangaroo Point Boys', South Brisbane Boys', Wellington Point, and Wynnum State schools; and Currumbin Creek, Cape Moreton, and Mount Cotton Provisional schools. Currumbin Creek stands first with 84 per cent. of all possible marks. This school was opened in October, 1896, in an isolated scrub-clothed valley of the Macpherson Range, off the main road from Tallebudgera to the Tweed River. It has been rapidly raised to its present condition by the skill and energy of its head teacher, who from the first desired to make his little slab-built school the best in the district, and who has tempered his zeal with tact and suavity. Next in order is the Rocklea State school, of long continued good report, where success is attained by the kindly feeling existing between teachers and scholars, the school resembling a finely-governed, well-conducted family. In large towns the girls' schools are seldom as well taught as those for boys only; the head teachers are usually of lower rank than in the corresponding boys' school; and in a few cases the government has a tartness and acerbity which must have far-reaching effects on many future wives and mothers. Progress is usually more rapid and uniform in country State schools than in those of the south metropolitan area. Constant repetition of the same lessons numbs and deadens the intellect, and does not necessarily produce the expected accuracy. Yet, in city and suburban schools, one or more divisions will usually be found whose time in class must be regarded as excessive.

The present class schedules are very favourably regarded by teachers; and their requirements are well within the capabilities of pupils; but there is a general feeling in towns that they should be given a wider scope in the senior classes. Parents, having boys intended for trade or business, frequently express their regret that no higher course is permitted in the sixth class of a State school; as their interests would be better served by an extension of the elementary school course than by attendance at a secondary school. Parliamentary sanction for such extension has been given, and it is understood that additional subjects will be included in the fifth and sixth class courses. In South Moreton 1·8 per cent. of the pupils are in the sixth class; and 7·2 in the fifth class, or

804 children of the 8,916 on roll. Of 160 in the sixth class very few cover the work prescribed on account of the clause in Regulation 115, which states that "classes may be taught together if it is found judicious to do so." It would be well to limit the operation of this clause to schools taught by a single teacher.

In South Australian schools the decoration of the school interior is a matter of prime consideration. There is, or was, a special fund for this purpose, to which the Education Department makes a £1 for £1 contribution. This fund is applied to the purchase of pictures, mottoes, brackets, and illuminations for the walls; and of vases and flower stands for the tables; pupils are encouraged to bring flowers, and monitresses are appointed to arrange them. Efforts in this direction in Queensland schools are few and unsystematic; but, given the will and the good taste, much may be done under the least promising circumstances. Visiting a poor little Provisional school, one of the most humble in the district, a slab structure which once did duty as a selector's hut, the interior was found to be most wonderfully transformed. At one end, hiding the shapeless log fireplace, was a damaged tub, filled with sandy loam, in which was planted a young pickabeen palm, whose domed crest rose nearly to the rafters. The tub itself was hidden by fern fronds, sprays of reeds, and tufts of *Alpinia cœrulea*, the so-called native ginger. Round the room were various humble crocks, tastefully draped, and filled with wild flowers from the neighbouring river scrubs. The effect was charming.

Much petty neglect in keeping the school returns has again to be reported. Records were found incorrect at Capalaba, Chamber's Flat, Kerry, and Pimpama Island; and incomplete at Caningera Upper, Cedar Creek, Loganholme, Logan Reserve, Palen Creek, Pine Ridge, and Westbury. In one case only was there any appearance of dishonesty.

In my Annual Report for 1886 may be found the following appeal for the formation of school cadet corps:—"The teaching of military drill has its value in our scheme of national defence. To make this teaching more practical carbines should be supplied to boys' and mixed schools having fourth or fifth classes. In this way each large school would have its cadet corps, and our military system would bear some resemblance to that of Switzerland, where military training commences at, and is continued from, the elementary schools." It is therefore with pleasure that I note the proposed formation of three school cadet corps. So far our teachers have done good service in assisting the authorities charged with the defence of this country. They have trained themselves in military duties, and are now about to train their pupils. They are second to no other corps in intellect and patriotism; and from their ranks could be drawn such a reserve of officers as would be needed were the existing laws empowering compulsory service ever enforced. It would be well to offer such encouragement as would induce the rank and file of the Teachers' Corps to qualify themselves in times of peace for these duties.

I have, &c.,

JOHN SHIRLEY, B.Sc.,
District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR ROSS.

Drayton, January, 1898.

SIR,—I have the honour to submit my General Report for the year 1897.

DISTRICT.

My district practically remains the same as at the close of 1896. Lines drawn from Drayton to Killarney and from Bollon to the border form respectively its eastern and western boundaries. Its northern limit is sufficiently defined by a line from Drayton to Bollon, and its southern by New South Wales. By far the larger portion of the schools are located towards the eastern limit, only three—Mungindi, St. George, and Bollon—lying outside the Darling Downs.

At Domville, Dry Paddock, Punch's Creek, Strathane, and Wheatvale, new Provisional schools came into operation during the year, and the Provisional school at Springside, near Pittsworth, was superseded by a State school. Applications for new schools at the following places were dealt with, and recommendations in accordance with the wishes of the residents were made:—Bunker's Hill, near Westbrook, State school; Mount Janet, near Dalveen; Upper Forest Springs, near Allora; and Broxburn, near Pittsworth—Provisional schools. Informal inquiries concerning the establishment of Provisional schools were also held at the Dumaresq River, and at Copmanhurst, both near Texas, without any practical result.

The foregoing indicates a very satisfactory amount of educational activity, after the more or less marked stagnation of the last few years, especially when it is borne in mind that the initial step towards the establishment of a school must be taken by those for whom it is required. It is highly gratifying to note the anxiety on the part of settlers in the bush to provide the means of education for their children, and is one of the most hopeful indications of future prosperity for the colony. There are scattered families, in so wide a district as this is, beyond the reach of a school; but, as far as my knowledge extends, and I think it is pretty accurate, there is no place in it where a dozen children can be got together without its school.

A fairly large portion of time is consumed in the preparation of examination questions for teachers, presiding at the examinations, and reading and valuing the written answers; in making special visits to investigate complaints against teachers, or to hold inquiries concerning the establishment of new schools. These and other duties of a like kind naturally dovetail into the duties of an inspector; none the less, however, they absorb time that could be more profitably spent in the schools.

The schools in operation during the whole or part of the year were—40 classified and 7 unclassified State schools, 39 *full* and 2 *half-time* Provisional schools, and 2 Roman Catholic schools. The whole of these 90 schools were examined in detail, and 2 of them were so examined a second time. Twelve of the larger towards the end of the year received second visits, chiefly for the purpose of reporting on the professional skill of the pupil-teachers. Much may be learned in a general way of the discipline and working of a school during ordinary inspections, but it is only when the inspector is freed from the distractions of examination, and can devote his whole attention to the administration, methods, government, and daily life, that an approximate ideal of the true value of the work done can be gained. As long, however, as the districts remain at their present dimensions opportunities for such visits will seldom occur.

MATERIAL ORGANIZATION.

In regard to repairs and painting great efforts have been made during the last twelve months to clear off the accumulated arrears of former years. Should the same activity be continued all necessary improvements will have been made before the close of the current year. At the time of inspection the schools at Allora and Goondiwindi were overcrowded, and the accommodation provided at Clifton, Dalrymple Creek, Freestone Creek Upper, Hendon, Hermitage, and Springside, was barely sufficient. At the two former places tenders for extensive additions have been accepted. With these exceptions, in all the schools there are "school places" for all needing them, and at many the accommodation is in excess of the requirements. At a few schools the supply of reading books was insufficient, either through rough usage or neglect on the part of the teachers to keep up the "stock," but generally the material and apparatus for teaching purposes were abundant.

INTERNAL ORGANIZATION.

The subjoined table shows the strength of the teaching staff:—

Schools.	Head Teachers.		Assistant Teachers.		Pupil Teachers.	
	Male.	Female.	Male.	Female.	Male.	Female.
State	46	1	3	17	13	14
Provisional	12	29	0	1	0	0

Excepting the teachers in charge of the unclassified State schools at Clifton Colliery, North Branch, and South Toolburra, the adult teachers in State schools are classified. In Provisional schools they are not classified though some have passed the examination for classification, and will receive that rank on being drafted to State schools. Generally speaking, the staff of the State schools is strong, both numerically and professionally. It is weakest in those schools taught by one teacher, in which the average attendance is 40 or slightly over 40—too large to be efficiently taught by one, and too small to necessitate a second teacher. In all schools in New South Wales taught by one teacher, the highest class is only a third class, equal to our fourth, and no teacher thus circumstanced is permitted to have any higher class. In our schools, when the teacher is single-handed, there is no limit either in the range of subjects to be taught or the number of classes. In my opinion really better work would be done in the smaller State schools if fewer subjects were attempted. The average number of pupils to one teacher is 32·4 in State, and 20·1 in Provisional schools.

The total enrolment in State schools was 3,815, in Provisional schools 1,033, and in all schools, exclusive of 337 in the Roman Catholic schools at Warwick and Stanthorpe, 4,848. The corresponding figures for 1896 were 3,545, 1,114, and 4,659 respectively. The average daily attendance was 3,053 in State schools, 804·4 in Provisional schools, and 3,857·4 in all schools. The corresponding figures for 1896 were 2,632·4, 850·3, and 3,482·7. The percentage of enrolment in average daily attendance was 80 per cent. in State, and 77·8 per cent. in Provisional schools. For 1896 the figures were respectively 74·3 per cent. in State, and 76·3 in Provisional schools. Taking attendance at school on 80 per cent. of the days on which the school was open as regular attendance, then in all the schools of this district 2,818, or 58·1 per cent. of the enrolment attended regularly. The corresponding figures for 1896 were 2,472 and 53 per cent. The net gains for 1897 are,—enrolment 4 per cent., daily average 10·8 per cent., percentage of enrolment 5·7 in State, and 1·5 in Provisional schools, and regular attendance 5·1 per cent. This is a very satisfactory advance all along the line, and it is mainly, if not wholly, due to the special efforts of some teachers to improve the quality of the attendance. Such wide differences in the percentage of regular attendance as are disclosed by the returns from the following schools would hardly be possible if committees and teachers took a more lively interest in the matter, Allora, 71 per cent.; Hermitage, 73·8; Killarney, 73·8; Leyburn, 80; Ramsay, 72·2; Spring Creek, 76; Spring

Valley, 73·3; and Wallangarra, 75·8. All of these are more or less centres of agricultural and dairying industries, and the high percentages are very creditable to all concerned. Not so the following:—Warwick West (boys), 51·4; Darkey Flat, 32·7; Drayton, 41·6; Freestone Creek Lower, 20·3; Inglewood, 46; Freestone Creek Upper, 42; Lord John Swamp, 40·5; Plainview, 40·4; Spring Valley, 29·6; St. George, 43; Swan Creek, 25·2; Swanfels, 32·8; Woodview, 4·1; and Umbirom, 35·5. Any and every means should be exhausted to bring about a better state of affairs. Even then, when all that is possible has been done, there will still remain a residuum that only compulsion will effectually influence.

There is seldom now any need for adverse criticism in regard to the internal organization of the schools. Generally they present a neat and tidy appearance, and, occasionally, though very occasionally, by a display of flowers and by tasteful and instructive pictures, they are bright and attractive. Why are such appearances only occasionally met with? Apart from the educational advantages to the pupils, it is surely better for all to work in bright homely surroundings than in the absence of them. Let those who have not tried the experiment try it.

The percentage of enrolment in each class at the date of inspection was:—

Class	VI.	V.	IV.	III.	II.	I.
State school	3·4	9·3	14·7	21·0	19·7	31·9
Provisional school	0·7	3·0	15·8	20·6	22·2	37·7

Comparing these figures with those for 1896 there is, on the whole, a slight improvement. A higher percentage in the two higher classes is certainly desirable as regards the State schools, but until all pupils are compelled to attend regularly till they are beyond the age specified in the Education Act (12 years), any material increase does not seem probable.

The discipline of the schools is generally good, as far as it goes, but it does not go far enough. During the time of instruction the pupils are very generally quiet, attentive, obedient to words of command, respectful in manners, and courteous in speech; but, unfortunately, as soon as they are liberated they cast aside their good behaviour, as a tight-fitting and uncomfortable garment. They are held in by the curb, and as soon as they are freed from it they take the bit between those teeth and go their own way. The discipline of the school should aim at fostering and developing self-government, and those teachers will best accomplish this who keep constantly before themselves and their pupils the golden rule, "Do unto others, &c." By far the best discipline was found in the Allora and West Warwick schools.

INSTRUCTION.

Of the 4,781 pupils on roll at the date of inspection, 3,912, or 81·8 per cent. of the enrolment, were present and examined. The corresponding figures for 1896 were 4,640, 3,684, and 79·4. The average percentage of all results was: In State schools, 65·3; and in Provisional schools, 63·9—a slight falling off from the results of the previous year of 1 per cent. in the State, and an advance of nearly equal amount in Provisional schools. Bearing in mind the scope of the subjects taught, and the severity of the test applied, these results are highly creditable to the professional skill and zeal of the staff.

One of the most common defects in the working of all schools that have come under my observation is the want of concentration of the teaching power. It is seen in its most aggravated form in small schools taught by one teacher, but it is by no means confined to them. Not unfrequently, in the larger schools, it is found that two teachers have been employed to do what could as easily, and quite as efficiently, have been done by one. To employ two teachers to give the same lessons to two small classes, or to two drafts of the same class, is a wanton waste of teaching power. With staffs at their present strength there is no margin for waste, but abundant reason for the conservation of the teaching energy. How best to economise and most wisely direct the teaching power is a problem, the solution of which will amply repay the teacher by increased efficiency and more comfortable working conditions.

Under the revised schedule the amount of reading matter to be mastered in all classes above the second has been decreased by about one-third, with a view to affording more time to be given to the meanings of words and to the comprehension of the subject matter of the lessons read. As the amended schedule only came into operation at the close of the midwinter vacation, sufficient time has not elapsed to show how far the change will be beneficial. It is, however, a distinct step backward, the amount to be read now being about the same as it was nine or ten years ago. In the hands of capable and judicious teachers probably no serious mischief will follow the change, but, judging from what came under observation in the years gone by, there is great danger that the time that should be given to individual practice in reading will be swamped by young and inexperienced teachers in endless explanations and expositions, much of which will be of doubtful value. In reading as in so much else it is practice that makes perfect. Little judgment is frequently shown in the selection of poetry for "Recitation." Pieces are sometimes apparently chosen for their obscurity or profundity. Such may serve as tests for exercising the analytical faculties of the older children, but as pieces for recitation they are singularly inappropriate. On the other hand, it is quite possible to overdo "Little Jim" and "We are Seven." Between these extremes there is plenty of suitable material in the reading-books.

Writing remains much the same as reported in former years—neither better nor worse. Left, as it is very generally, to take care of itself, the results are very creditable to the pupils. At Emu Vale, Farm Creek, Pilton, Wallangarra, Spring Creek, Pittsworth, Leyburn, Tummaville, Ellangowan, Mountain View, Glenvale, Woodview, and Hendon, where it receives most attention, the writing is good, but by far the best writing in the district is in the small Provisional school at Brigalow Gully. Some teachers have most unwisely introduced the "Upright Series" of copybooks into the higher classes of the schools, thus spoiling hands already formed. If they must be introduced, then common sense alone should suggest that they should be begun in the lowest class using copybooks. The arithmetic remains pretty much on the whole as for last year. With the revised schedule the requirements in this branch, and also in geography, are more evenly spread over the different classes, and improved results in both may reasonably be expected during the current year. Derivation has been re-introduced by the revised schedule, and, so far, the results are satisfactory. In no subject of instruction set down in the schedule is there greater room for improvement than in the teaching of "History." The few disconnected facts contained in the text of the reading-books are more or less incorrectly committed to memory without note or comment. The lesson is merely a feast of dry bones, and is mentally as nourishing as such fare would be physically. All that is brightest, most interesting, and most informing is carefully avoided. The text-book is in fault, so also is the teacher. If he have a warm intelligent and comprehensive grasp of the subject he will teach it well with any sort of a text-book or without one; if he have not, it would be as well to leave it alone—much better in fact—as otherwise he may create in young minds a distaste for one of the most interesting and intensely human studies that can engage our attention.

The best work was done in the following State schools, taken in alphabetical order:—Allora, Emu Vale, Freestone Creek Upper, Killarney, Leyburn, Spring Creek, Stanthorpe, Tummaville, Warwick West (boys), and Warwick West (girls and infants). Among Provisional schools, taken in order of merit, the highest results were gained by Brigalow Gully, Silver Spur, Strathane, Pine Creek, Yandilla, and Mountside.

I have, &c.,

R. NEWCOMBE ROSS,

District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR KENNEDY.

Brisbane, January, 1898.

Sir,—I have the honour to submit the following General Report on the schools of the West Moreton District for the year 1897.

DISTRICT.

The limits of the district were the same as in the preceding year, except that the school at Fairney View was removed from my list.

The total number of schools in operation was 95, viz., 53 State, 39 Provisional, and 3 Denominational.

The only new school opened was the Provisional one at Woodlands, near Gatton. An application for the establishment of a Provisional school at Puzzling Gully, near Helidon, was approved of, after inquiry. Applications for the establishment of a Provisional school at Munbilla, and a State school at Teviotville Railway Station, were received towards the end of the year, but owing to want of time have not yet been dealt with. A State school to take the place of the overgrown Provisional school at Forest Hill has been authorised, and investigations were made as to the feasibility of adopting a similar course at Prenzlau and Mount Whitestone.

All the schools in my charge were inspected, and the usual reports forwarded. Seven candidates for employment as Provisional school teachers were examined at different times during the year. No fewer than twenty-five inquiries were held—ten of them relating to complaints against teachers, and fifteen to other matters. Among the latter were the questions of purchasing additional land for the enlargement of the school grounds at Engelsburg, selling a portion of the Boonah school reserve, and removing the school at Teviot to another site. Drafting teachers' examination papers, supervising the annual general examination in Ipswich, reading and valuing the examinees' answers, and assisting in the Education Office, occupied altogether 31 days. My total leave of absence came to 16½ days.

MATERIAL ORGANIZATION.

State Schools.—Extensive additions, rendered necessary by increased attendance, have been made at Gatton, Marburg, and Tarampa, and are about to be carried out at Burnside and Crow's Nest. Considerable improvements have been effected to the schools and residences and Kirchheim and Alfred. The Ipswich West (boys) school continues to be very much overcrowded, and no headway appears to be made with the task of raising the required local contribution towards the cost of enlarging it—the delay in this case affording a discreditable contrast to the ease and celerity with which at other schools, notably Gatton, the local contribution was secured. The work of repainting the buildings, resumed in 1896, after having been some time in abeyance, has been proceeded with apace, very fair liberality and promptitude have been shown in the matter of repairs, and altogether the material condition of the schools is much superior to what it was a couple of years back.

Provisional Schools.—The latest addition to these schools—that at Woodlands—was built in accordance with departmental plans and specifications, and by the aid of a State subsidy. A new and particularly well-built school has taken the place of the former unsightly quarters at Merryvale. The buildings at Prenzlau, Townson, and Mount Forbes have been painted, and at the two latter many other improvements have been made, testifying to the zeal and interest of the committees; the school at Mount Forbes is, indeed, the best-equipped, materially, of any Provisional school in the district. The building at Mount Campbell has been greatly improved by ceiling; at Maroon and Perseverance Creek, tanks and spouting have been added; and the grounds at Ropeley have been fenced.

The attendance at Prenzlau and Mount Whitestone has outgrown the accommodation, and this is even more markedly the case at Mount Sylvia, where, consequently, work is carried on under conditions of much discomfort and disadvantage. Altogether there are in the district about half-a-dozen Provisional schools where the attendance is sufficient to warrant the establishment of State schools in their stead, but the difficulty in raising the local contribution towards the cost stands in the way of the change being made. In all but class of building, these schools are practically State schools, and it is a question whether it would not be advisable to regard them as such, and appoint to them as head teachers some of the married assistants now employed in State schools, letting the position carry with it the same emoluments as in ordinary State schools of similar size, with an allowance for rent where a residence is not provided.

Grounds.—For well-kept grounds, the foremost place is held by Mount Sylvia, Tallegalla, Minden, Fordsdale, and Mount Crosby; and creditable mention deserves to be made of those at Crow's Nest, Blantyre, Ebenezer, Ma Ma Creek, Kirchheim, Alfred, Normanby, Plainland, Laidley North, Tarampa, Mount Whitestone, Mount Campbell, Carney's Creek, Moorang, and Prenzlau. Contrasting strikingly with the foregoing are the unprepossessing surroundings at Summerhill and Flagstone Creek.

New play-sheds have been erected at Templin, Engelsburg, Tarampa, and Warrill Creek, and are in contemplation at several other schools.

INTERNAL ORGANIZATION.

Staffs.—*State schools:* The total number of teachers employed in the 53 State schools inspected was 120, allowing one teacher to every 33·7 pupils in average daily attendance during the month preceding my visit, the corresponding number for the previous year being 33·1. In 16 of these schools, worked single-handed, the average number of pupils per teacher was 34·8 as against 33 in the previous year, the highest attendance being at Murphy's Creek with 45·5, Mount Crosby, 45·2; Ma Ma Creek 44·8, Mount Walker 42·4, and Tent Hill Lower 42: it is, of course, in schools such as those just named, where the attendance borders on, without quite reaching, a size sufficient to warrant the addition of a second hand to the staff, that the teacher's labours are specially heavy and exacting. In 25 schools, each employing two teachers, the number of pupils per teacher was 29·8, or much the sema as in the previous year (29·4), this average, however, being greatly exceeded at Geham with 43·6 pupils to each teacher, and Teviotville with 41·9. In each of the 12 remaining State schools, the staff consisted of more than two teachers, the average number of pupils per teacher being 39·8 as against 36·3 for the previous year, the highest proportion being at Boonah with 46, Ipswich West (boys) 41·5, Ipswich West (girls and infants) 40·4, Ipswich Central (girls and infants) 40·4, and Gatton 40.

Of the 53 head teachers, 1 is in Class I., 23 are in Class II., 24 in Class III., and 5 are unclassified, 4 of these last being in charge of unclassified State schools. The only changes since my last report were at Laidley South, and that caused by the retirement, at the end of the year, of Mr. John Scott, the "Father of the Service," for over 36 years the highly respected and worthy head teacher of the Ipswich East (boys) school.

The 67 subordinate members of the staffs include 7 male and 28 female assistants, all in Class III., and 14 male and 18 female pupil-teachers.

Provisional Schools: These employed 18 male and 22 female teachers. The average number of pupils to each was 23·7 as against 22·1 in the preceding year, rising as high as 45·7 at Mount Sylvia, 41·4 at Prenzlau, and 40·6 at Milford, and exceeding 30 at 6 other schools. Through resignation or transfer, a change of teacher occurred at 11 schools during the year, included amongst them being most of those where the work was least satisfactory at the previous inspection.

Following on the inspection made during the year under review, it was found necessary in a very small percentage of cases to warn the teachers that they must show better work on the next occasion if they retain their positions; at one State school also, serious misbehaviour on the part of the head teacher wa by censure and fine; and at one Provisional school misconduct was revealed of such a nature as to preclude the teacher's further employment in the service. It need hardly be said, however, that instances such as these were extremely exceptional. In the vast majority of schools conscientious, and at least fairly successful, work is being done, and the district contains a creditable proportion of earnest, able, and enthusiastic teachers.

The practice now followed of drafting pupil-teachers at the end of their course into Provisional schools, though not unattended with some hardship to the individuals themselves, and with certain other drawbacks, has at anyrate the advantage of considerably raising the quality of the instruction in such schools. I think, however, that the head teachers of the larger schools from which pupil-teachers are so drafted, might not infrequently do more than appears to be done in the way of imparting to them a knowledge of school organization. It might not be easily practicable to do what is certainly desirable—that is, instead of confining the pupil-teachers to the charge of one draft, to give them, before the termination of their apprenticeship, some experience in the management of a section of the larger school, so organised as to correspond in a measure with the conditions in an ordinary Provisional school; but at least they should be familiarised with the keeping of all the records, and especially of the work-book, which at present is not always the case.

At the recent general examination, 4 head teachers and 5 assistants in State schools attempted the papers for promotion to Class II., while 2 head teachers of State schools and 3 of Provisional schools sought promotion to Class III. In this connection I may say that I am entirely in accord with those who wish to see extended to unclassified Provisional school teachers seeking admission to Class III. the same concession now made in the case of their more favoured State school brethren taking papers for Class II., viz., to be allowed to pass the examination by instalments.

Attendance.—The enrolment at inspection was 6,231, and the number of pupils examined 5,095, equal to 81·8 per cent., the corresponding percentage for the previous year being 81·6. Including 256 pupils examined in denominational schools, the total number of children under inspection was 5,351, being 264 more than in 1896.

The enrolment for the month preceding inspection was 6,332, and the average daily attendance during that time 4,916·9, equal to 77·7 per cent., as against 76 per cent. in 1896.

Of 6,437 children enrolled during the quarter preceding inspection, those who attended regularly, that is, at the rate of not less than four days out of every five, amounted to 3,775, equal to 58·6 per cent. This indicates a highly gratifying improvement in the regularity of the attendance, the corresponding percentage for the previous year having been only 47·6, and this latter percentage, low as it is, having been exceeded in only one of the preceding seven years, viz., in 1895, when it was 50·9.

The gradual upward movement in the *quantity* of the attendance, and the fluctuations in the *quality*, can be readily seen from the following comparative statement:—

Year.	Average Daily Attendance Expressed as a Percentage of the Enrolment.	Pupils Attending not less than Four-fifths of their School Time, Expressed as a Percentage of the Enrolment.	Year.	Average Daily Attendance Expressed as a Percentage of the Enrolment.	Pupils Attending not less than Four-fifths of their School Time, Expressed as a Percentage of the Enrolment.
1890	67·6	43·4	1894	76	43·3
1891	69·8	47	1895	77	50·9
1892	71	43·4	1896	76	47·6
1893	72·3	31·1	1897	77·7	58·6

Among State schools the best quality of attendance was found at Tarampa with 82·9 per cent. of regular attenders; Ebenezer, 82·1; Marburg, 77·9; Mount Walker, 77·6; Crow's Nest, 77; Tallegalla, 75·9; Minden, 75·8; Gatton, 75·5; Hatton Vale, 75·3; and Kirchheim, 75; and, among Provisional schools, at Clarendon with 100 per cent. of regular attenders; Prenzlau, 89·8; Mount Forbes, 79·3; and Deebing Creek, 75. At 6 State and 12 Provisional schools the regular attenders constituted less than 40 per cent. of the total enrolment, falling as low as 19 per cent. at Teviot, 21·6 per cent. at Flagstone Creek, and 26·3 per cent. at Blantyre.

The number of children of school age, living in the neighbourhood of a school but having their education neglected, is returned as 314, which, however, is exclusive of the principal school centre, Ipswich, where there are no means of obtaining reliable information on the matter.

Classification.—The classification is generally commendable. The pupils are, with few exceptions, fairly well qualified for their status, and promoted with reasonable rapidity. A mistake at one time not uncommon, that of over-multiplication of drafts, is now comparatively rare, though a notable instance of this defect was afforded by one Provisional school where 35 pupils were presented for inspection in ten drafts; under a new teacher appointed shortly afterwards the drafts were at once reduced to five. A somewhat unsatisfactory feature is the large size of the First Class in the boys' schools; most of the pupils advanced to these schools from the infants' departments are promoted merely on account of their age, and not because they are fit to go into the Second Class.

Of the pupils on roll at inspection, 36·9 per cent. were in the First Class, 19·6 per cent. in the Second, 21·2 per cent. in the Third, 14 per cent. in the Fourth, 7·3 per cent. in the Fifth, and 0·9 per cent. in the Sixth.

Government.—Viewed in regard to both its character and results, this is, generally speaking, very satisfactory. In a few exceptional cases corporal punishment appeared to be rather frequent, the higher motives of the children were not sufficiently appealed to, and the tone was hard—in some other instances, the teacher's rule, though kindly and well-meaning, was evidently weak—but at more than four-fifths of all the schools inspected, the *discipline* ranged from good to excellent, the latter standard being attained at Crow's Nest, Minden, Peak Mountain, Prenzlau, Rosevale, and Tarampa, and these schools being closely approached by 38 others. *Order of pupils* was excellent at 18 schools, very good at 41, and good at 22, out of 92 schools inspected, and failed to reach very fair in but 4 cases. Except in one or two of the worst-disciplined schools, the behaviour of the pupils under inspection was highly commendable, and from observation of many children met with outside the school grounds it was evident to me that in the direction of inculcating habits of courtesy and politeness, not a few of the teachers were doing valuable and successful work. It may be mentioned here, too, that with the *order of the school material and premises*, there has been very little occasion to find fault; in many cases, on the contrary, high praise has been deserved and given for the neatness, cleanliness, and good taste shown in the schoolroom and all its appointments, a number of Provisional school teachers excelling in this particular.

Instruction.—As a rule the time-tables show a just appreciation of the relative importance of the subjects of instruction. Their most frequent defect is an undesirable and unnecessary variation in the order of the lessons on different days.

A distinct advance is noticeable in the keeping of the work-book. On looking over this record, however, I have been struck in several cases with the difference between the teacher's estimate of his pupils' proficiency and that disclosed by the inspection; always supposing the teacher to have made the entries in good faith, it is difficult to explain the discrepancy unless on the assumption that his standard of excellence has been much too low, or his tests too superficial, or both. I have reason also to think that some of the less experienced teachers allow far too much collective answering, mistaking noise for knowledge, and thus deceiving themselves as to the real state of their pupils' attainments. By invariably requiring children ready with an answer to raise the hand, the teacher would do much to encourage a due share of individual effort on the part of each child and to check the mental slothfulness not unfrequently fostered where this is not done.

The recent amendments in Schedules V. and VI. have afforded relief in those portions of the school curriculum where it was most required, and though I have heard some dissatisfaction expressed with the quantity of drawing prescribed for the First Class, and of needlework for the Sixth, the general consensus of opinion appears to be that the programmes of work as they now stand may be overtaken without hardship to the earnest and fairly capable teacher, or to the pupil of ordinary calibre and reasonable industry.

The proficiency over the entire course of instruction, judged of from the percentages obtained at inspection, averaged nearly fair for the whole district, and fell below moderate at but 4 State and 4 Provisional schools.

The remarks on the various subjects of instruction, made in my last year's report, are still in great measure applicable, and I have little to add to them on the present occasion. I wish, however, to utter a few words of protest against the opinion which appears to be sometimes held and acted upon—that, in the lower drafts, expression and naturalness in *Reading* and *Recitation* are of no importance compared with the mere rote mastery of the text, and that dull and laboured repetition of words, without any regard to proper phrasing, if a defect at all, is one which, for the time being, may be passed over in the expectation that it will be rectified at some future stage in the pupil's career, the truism that "bad habits are more easily learned than unlearned" being quite ignored. As regards *Arithmetic*, it is to be hoped that the easing off in the requirements will be followed by greater attention to principles than was perhaps possible in the past, and consequently that the work will show increased thoroughness and intelligence. During the year two or three new series of copybooks have been introduced, and, while unwilling to advocate anything that might tend to trammel the teacher, I am impressed more strongly than ever with the belief that the freedom of choice allowed in this particular matter is calculated to exercise an unsettling and hurtful influence on the *Writing*, and that it would be well to follow here the example of some of the other colonies, and prepare and issue our own copybooks. The removal of the Useful Knowledge lessons of the reading books from the course in *Object Lessons*—an alteration overlooked by many teachers—should help towards making the treatment of this subject less mechanical than it has been. I am glad to notice that in an increasing number of cases specimens to illustrate the object lessons are forthcoming, and I would suggest that still more might be done in the way of securing such specimens by exchanges among teachers in different parts of the colony. Progress in the knowledge of Agriculture and Geology—important parts of the object lesson course—would be greatly facilitated by supplying the schools with text-books in those branches, written up to date, and with special application to the conditions and requirements of Queensland.

RECORDS.—The State school records are very satisfactorily kept, and those of Provisional schools very fairly. A few defects arising from failure to post up the entries at the proper times were met with, and others were observed which might have been avoided by careful perusal of the Regulations and General Instructions, but the number of such errors was less than in the previous year, and the faults disclosed were in no case of a very serious nature. In the majority of schools commendable efforts are made to secure neatness, as well as accuracy and completeness, in the records.

SPECIAL OBSERVATIONS.—At the recent general examination, the Crow's Nest School was successful in gaining two grammar school bursaries, the winner of one of them taking top place among 286 boys and girls who attempted the "scholarship" papers; the same school had also the distinction of obtaining at inspection the highest percentage of marks awarded in my district during the year. A grammar school scholarship was gained by a pupil of the Mount Crosby School, who secured third place among 182 male competitors, and an agricultural bursary was won by a pupil of the Gatton school. For general proficiency, as indicated by the average percentage of all results obtained at inspection, the State schools of Hatton Vale, Marburg, Harrisville, Minden, and Tarampa held the most prominent positions; while among Provisional schools, the work of those at Charlwood, Mount Berryman, Mount Whitestone, and Mount Forbes was especially praiseworthy. The proficiency was least satisfactory in the State schools at Hillgrove, Tivoli, Postman's Ridge, and Normanby, and the Provisional schools at Forest Hill, Milford, Hessenburg, and Mount Campbell.

I have, &c.,
A. S. KENNEDY,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR HARROP.

Maryborough, February, 1898.

SIR,—I have the honour to submit to you my General Report for the year 1897.

For some years past my district included the greater part of the Central district, and a portion of the Wide Bay and Burnett districts. Last year I lost the latter, but the whole of the Central district, with the exception of the Roman Catholic schools in Rockhampton, was allotted to me. This district included the schools from St. Lawrence to near Bundaberg, and from the coast to beyond Longreach.

The number of schools in operation was 86—namely, 35 State schools, 50 Provisional and unclassified State schools, and 1 Roman Catholic school. With the exception of 2 Provisional schools, all were fully inspected once, but no second inspections were possible. The schools in the Rockhampton district were visited a second time for the purpose of examining the pupil-teachers in reading, drill, and class-teaching. Special visits were made to two places in answer to applications for the establishment of Provisional schools, and to three others to inspect the new buildings prior to their being taken over by the Department. Four investigations of complaints were also held, which complaints were found to be greatly exaggerated. More inspectoral work would have been covered, but, unfortunately, I was not only a victim to dengue fever, but a throat trouble compelled me to leave the district and go south for surgical advice and operations.

Five Provisional schools were opened for the first time during the year—the Boundary (Clermont Railway), Coowonga (Emu Park Railway), Gindie Siding (Springsure Railway), Miriam Vale (Gladstone Railway), and Theresa Creek, near Clermont. The Provisional school at Jericho was superseded by a State school, and preliminary steps in the same direction were taken at Capella and Ilfracombe. The State school at Mount Morgan will be divided as soon as the new buildings for the girls and infants are completed. Tenders have been accepted for additions and improvements at Emerald, they have been invited at Aramac and Clermont, and steps have been taken for improving the accommodation at Allenstown and Longreach, where it is about half of what is required. The dilapidated brick portion of the Rockhampton Central (girls) school buildings is not worth repairing; it is a harbour for vermin of various kinds, regarding which complaints have been properly made by the parents. The wooden buildings there need repairs and painting, and the two shelter-sheds require new roofs. Painting has been withheld rather long at some schools, and signs of the neglect are observable. Whilst travelling in the western portion of the district in the early part of the year my attention was drawn to the discomfort and annoyance caused by unshaded windows. Here, where blight and consequent weak eyes are only too common, and where the glare is trying and often painful, all windows both in the schoolroom and residence should be shaded; the expense, compared with the gain in comfort, would be inconsiderable. Residences are attached to all but five State schools, and about half of them are enclosed, but few teachers have an attractive garden. The neatest were found at Cometville, Clermont, Rockhampton North, Springsure, and Stanwell. Arbor Day results are not of an encouraging character in the Central District. With the exception of the fine trees at Barcaldine, Cometville, Rockhampton North, and Stanwell, their condition ranges from fair to failure. Climatic conditions and poor soil are the chief reasons given for non-success; but to these may be added ignorance or carelessness in the proper selection of trees, in the preparation of the ground, and in the time and method of planting. During the year the closet accommodation was reported as being insufficient or indifferent at 9 schools; the water supply as deficient at 3; and the fences in need of repairs at 13. Provisional schoolrooms are improving every year. In this district they may now be roughly classed as follows:—Good, 32; moderate to indifferent, 18. Most of the better class, together with the school reserves, are the property of the Department.

TEACHERS.

The number of teachers employed was 186—namely, 136 in State schools, and 50 in Provisional schools They consisted of 83 head teachers, 61 assistants, and 42 pupil-teachers. In State schools head teachers were classed: 2 in Class I., 17 in Class II., and 16 in Class III. The assistants were classed: 3 in Class II., and 52 in Class III., and the rest were not classed. The pupil-teachers were classed: 2 in the fourth grade, 6 in the third, 4 in the second, 22 in the first, and 8 were probationers. Of the 50 Provisional school teachers, 6 were in Class III., but the rest were of no classification. Some of them have passed the examination for pupil-teachers of the fourth class, and others have passed the Sydney senior or junior, or some special examination.

The average attendance in State schools was 5,010, which divided by 136, the number of teachers, gives an average of 36·8 pupils to each teacher; but if the probationers be excluded, the average is nearly 40 pupils per teacher. In Provisional schools the average to each teacher was 21·5, but in 6 schools the average attendance was under 12: Douglas Creek, 11·8; Arrilalah, 11·7; South Ulam, 11·4; Bustard Head (a special school), 7; and Copperfield, 6·2.

The head teachers in the State schools in this district are, with few exceptions, men of intelligence, and are zealous and conscientious in the discharge of their duties. The assistants generally are energetic, intelligent, and devoted to their work; and the pupil-teachers on the whole discharge their duties to the best of their ability. The chief weakness was the poor way in which some of the pupil-teachers handled their test lesson. Generally a few uninteresting questions were asked, and the lesson closed; or the lesson was repeated word for word from a text-book to the class. In these cases there had been some neglect in their training. Where head teachers are engaged in class teaching most of the day, and have little spare time to devote to supervision, criticism lessons after school hours are a necessity. There need be no hardship inflicted; the pupils will willingly stay a few minutes, and will consider that they have the best of the bargain, if they be freed from home tasks that evening. Even where such lessons are given it does not appear that the assistants are called upon to help; the more intelligent of them would willingly give occasional assistance; and in the case of the others, it is really necessary for their own sake, and for the sake of the school, that they should take part in these lessons along with the pupil-teachers.

The Provisional school teachers are on the whole a deserving body of men and women. Many of them have their schools in a creditable condition, and produce results as good, and in some cases better, than what are produced in some of the smaller State schools. A few of them, however, find it difficult to go beyond the work of the fourth class, particularly in arithmetic, and it seems a pity, for the sake of the children in their charge, that they ever succeeded in finding an entrance into the service.

PUPILS.

ATTENDANCE.—During the quarter preceding inspection the enrolment was 8,024, of whom 4,424, or 55·1 per cent., attended school at least four days per week: thus 3,600, ar 44·8 per cent., were absent at least one day per week. In addition to this irregularity, head teachers reported 176 children, within reach of a school, whose education was totally neglected. This number does not appear large in such an extensive district as the Central, but it does not even approximately approach correctness. Rockhampton Central (boys) reported 42 neglected children; and Mount Morgan, 32; but the following large schools reported but 26 among them—Allenstown, 9; Lake's Creek, 12; and Clermont, 5; and the following similarly large schools reported none—Barcaldine, Emerald, Gladstone, Longreach, Rockhampton Central (girls), Rockhampton Central (infants), Rockhampton North (boys), Rockhampton North (girls), and St. Lawrence. Most of the teachers in these schools remarked that there were neglected children about, but that they were unable to ascertain the numbers. Among the reasons given for the irregular attendance in the Rockhampton district were—dengue fever, truancy, the number of young boys employed in the Lake's Creek works, as butcher's boys, and as errand boys. The teachers do their best to secure regular attendance; they make their schools as attractive as possible; some give prizes, and others wait upon the parents, but all in vain. It appears very certain therefore that the time has pretty well arrived when the compulsory clauses should be put into force in some of our larger towns. The following were the best attended schools:—Bustard Head, Calliope River, and Norton, each 100 per cent.; Yandaran Creek, 94·4; Theresa Creek, 93·3; Arrilalah, 92·8; Dingo, 91·4; Tegege, 90·9; and Pink Lily, 90 per cent.; and the following were the worst—Banana, 47·6 per cent.; Mount Morgan, 44·2; Rockhampton North (girls), 44·1; Muttaburra, 41·7; St. Lawrence, 39·8; Westwood, 37·5; Glenmore, 30·5.

CLASSIFICATION.—The percentage of enrolment in each class was as follows:—*Sixth* class, 1·2; *fifth*, 4·9; *fourth*, 11·7; *third*, 21·3; *second*, 22·5; and *first*, 38·4. It will be seen that only 17·8 per cent. of the pupils were above the third class, which is 3 per cent. lower than for schools generally in 1896. The number of drafts is kept down satisfactorily in State schools, but 30 per cent. of the Provisional schools contained six drafts at the least. As the majority of the teachers in these schools have at last learned to combine their classes in some lessons the number of drafts in their schools is not therefore so large as it appears. Some of them, however, learn very slowly in this respect, although advised and instructed year after year. The average age in State schools was:—Sixth class, 14·2 years; fifth, 13·5; fourth, 12·2; third, 10·7; second, 9·1; and first, 7; which numbers vary little from those given for the whole colony for 1896. The average age in Provisional schools was equally satisfactory.

PUNCTUALITY was on the whole very satisfactory: it was reported as *excellent* in 30 schools; as *very good* down to *fair* in 37; and as *moderate* to *bad* in the rest. In some schools, however, the numbers late at inspection were higher than those usually recorded, and for no apparent reason.

PROGRESS was generally both sound and regular. In 80 per cent. of the schools it ranged from *good* to *excellent*. The number of promotions made during the year was 9,625. According to the general returns there was a total gain of 1,154 pupils during the year, the number admitted was 3,450, and the number who left was 2,296.

The *moral tone* and *discipline* were creditable features in the character of all but a very few schools in this district.

INSTRUCTION.—The enrolment at inspection was 7,739 and 6,041 pupils, or 78·5 per cent. of the enrolment, were present, which was about 2 per cent. above the normal average. Over 20 per cent., therefore, of the pupils were absent from inspection. This is regrettable, but without compulsory attendance it is difficult to find a remedy. It has been often stated that the numbers present would be largely increased if notice of inspection were given to teachers. I doubt it very much. The majority of absentees are probably those who are habitually irregular, and few teachers could be found who would make any special effort to secure their attendance. All regular pupils, however, would be rounded up for the occasion. The numbers present therefore would not be materially increased, nor would they represent the schools in their every-day condition, as the present plan in a great measure secures.

The present schedule of attainments came into force in July last, and it was welcomed by the great majority of teachers. It is generally considered to be well within reach, and I have heard very few complaints regarding it. As comparatively few schools were examined under it last year, it is hardly necessary yet to enlarge upon it. Most schools were examined under the old schedule, and the results of inspection were on the whole very creditable, reaching 70 per cent. in State schools, and 66·6 per cent. in Provisional and unclassified State schools. The following schools gained 75 per cent. or over:—*State*—Muttaburra, 82·4; Stanwell, 81·3; Crescent Lagoon, 75·5; Barcaldine, 75·3; Emu Park, 75·2; Mount Morgan, 75·2; Rockhampton Central (girls), 75·2; Gracemere, 75·1; and Rockhampton Central (boys), 75. *Provisional*—McDonald's Flat, 79·6; Calliope River, 78·7; Mount Larcombe, 76·8; and South Ulam, 76.

The highest marks for class proficiency were obtained in the following schools:—

Sixth Class.—Rockhampton Central (boys), 86·5: Rockhampton Central (girls), 81·6; Emerald, 78; Allenstown, 78; and Blackall, 77·9.

Fifth Class.—Barcaldine, 83·6; Clermont, 80·8; Rockhampton Central (boys), 80; Tegege, 80; and Norton, 79·5.

Fourth Class.—McDonald's Flat, 82·6; South Ulam, 82·2; Muttaburra, 82; Stanwell, 80; and Tegege, 77·8.

Third Class.—Stanwell, 81·4; Muttaburra, 81·3; Avondale, 79·5; Mount Larcombe, 79·5; Crescent Lagoon and Emu Park, each 79.

Second Class.—Muttaburra, 85·6; Calliope River, 82·6; Emu Park, 78; Theresa Creek, 78; and McDonald's Flat, 77·8.

First Class.—Stanwell, 84·4; Muttaburra, 81·7; Greenwood, 78·3; McDonald's Flat, 77·3; and Calliope, 77·1.

Grammar school scholarships were obtained by two boys from Mount Morgan, and a Grammar school bursary by a girl from Clermont.

I have, &c.,

GEORGE HARRAP,
District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR CANNY.

Rockhampton, January, 1898.

Sir,—I have the honour to submit my Annual Report for 1897.

At the beginning of the year a considerable change was made in the boundaries of my former district The schools in the Rockhampton centre were taken off my list, as were also the schools north from Townsville to Cairns. In lieu of these there were added on to my list the schools in the Charters Towers and the Townsville centres. These, with the schools around Mackay and Bowen, were formed into what is now known as the Kennedy District. There were in all 68 schools in operation, comprising 31 State schools, 31 Provisional schools, and 6 Roman Catholic schools. With the exception of the Provisional school at Eungella, all the above schools were inspected once in detail, while second visits of inspection were paid to 14 schools. During the year new schools were opened at Plane Creek, Proserpine, Merinda, and the Pumping Station at Charters Towers, while the Provisional school at Mount Leyshon was reopened. Important additions were made to the school buildings at Townsville West, Richmond Hill, Millchester, Walkerston, and Queenton. In this last-named school, where were examined over 950 children, the accommodation is still inadequate. Owing, however, to the energies of the committee and the head teacher the space under the building has been partially walled in and fairly well fitted up for the accommodation of the first classes. Under instructions an inquiry was made as to the desirableness of dividing this enormous school, and a report on the matter was forwarded to the Department. I think it most advisable where mixed schools reach an attendance of 400 or 500 that the sexes should be taught apart. It would be out of place here to discuss the reasons why. At the Charters Towers Girls' and Infants' schools the accommodation is both insufficient and inconvenient. Effort is being made to raise local subscriptions towards the erection of new buildings, which give promise of success. The head teachers in Charters Towers speak in the highest terms of the generous spirit ever shown by their townspeople in the matter of providing funds for school purposes.

INTERNAL ORGANIZATION.

School Staffs.—There is an important feature in connection with this heading on which I deem it needful to speak—namely, the matter of mutual relationship between head teachers and their subordinates. All are aware how necessary it is to the well-being of schools, and to the peace and comfort of teachers, that there should be shown a full measure of sympathy and consideration on the part of the former, and in return a full measure of respect, obedience, attention to duty, and loyalty on the part of the latter. In the course of the year's inspection I had occasion to note that in a few schools the above conditions did not exist to an extent one would desire to see. The position of the head teacher, while one of grave responsibility, is yet one of great power, and properly so. Should it not therefore be incumbent on a head teacher so to use his authority as to promote among his staff a love of their work, a spirit of harmony among the members, and a feeling of goodwill towards himself. This does not imply that head teachers are to court popularity, or that they should fail to act firmly in the case of a lazy or a crotchety assistant. My own experience of assistant teachers is that they will do their duty all the more faithfully and efficiently when under head teachers who treat them kindly and considerately. Some head teachers there are who from a spirit of over-zeal work both themselves and their staffs at what is known as high pressure. There is no need for this—no need for teachers to make slaves of themselves. To aim at high results or scholarship passes at the expense of the health of teachers and pupils seems to me to be entirely apart from the true interests of education. I regret to say that I found in one school what seemed to be unworthy motives operating as the cause of ill-will between head teacher and subordinate. In this instance action was taken which it is hoped will have a salutary effect. Amongst those schools where exist the happiest conditions with regard to staff relationship may be mentioned the schools at Townsville West and Charters Towers (boys).

In the course of the year's work I saw much of the military spirit operating amongst teachers. I have little sympathy with militarism, and I doubt if it be wise to encourage soldiering amongst our teachers. The discipline of the army is quite a distinct affair from the discipline of the school, and the farther apart these two forms of discipline are kept the better for the school. Besides, may there not be a temptation for the military schoolmaster to subordinate the importance of his calling as a teacher to the more "genteel" occupation of parading as a captain or a major in the Defence Force? I suppose we must have soldiers, and if a teacher be imbued with military instincts he should not be prevented from indulging his warlike tastes. But he may find that the surroundings of the parade ground or the camp are ill-calculated to render him in any sense more qualified as a teacher of youth. In days gone by we find that there were objections to the "military parson" and to the "military premier." May there not also be an objection to the "military schoolmaster"? I write these remarks with no reference to individuals. Some of the best teachers in the district are members of the Defence Force. But they are good teachers in spite of, rather than on account of, their military propensities. I think it would be a bad thing for the service if the spirit of militarism were to spread in its ranks.

In the matter of the distribution of staffs there was much cause for dissatisfaction. In some of the large schools the junior classes are left mainly, if not entirely, in the hands of junior pupil-teachers. It should be unnecessary to point out to head teachers the evils arising from such arrangement. In the first place the children's time is worse than wasted if they be entirely trusted to the care of a young pupil-teacher. Then, again, these young teachers are often kept to the work of the lower classes during the whole term of their pupilage, rendering them unfit for the teaching of advanced pupils, and so detracting from their usefulness in the service. After they become assistants, and are transferred to other schools, the defects of their training become palpable. The proper course would be not to place junior pupil-teachers solely in charge of classes, but to place them under assistants until they gain some experience in the teaching and controlling of children. In one very important school I found a draft of 75 first class children who had been left for over three months under the charge of unpaid monitresses. The most important work in the elementary school is the teaching and training of the junior classes, both on account of their vastly greater numbers, and from the fact that infant teaching requires from those in charge greater skill if less knowledge than that required for the teaching of the senior classes. Often, indeed, on the proper training of a child when in first class depends his after career as a pupil and as a student. Attention to the junior classes may involve no present gain to the merely advertising teacher; but to ignore such duty is at once as immoral as it is unwise.

Instruction.—The alteration in my district involving the inspection of the large schools in Charters Towers and Townsville afforded me an opportunity of comparing the work with that done in the schools of the Central district. I am pleased to report that I found the work, as a whole, to be quite on a par with the work of the Central schools, excepting only in the matter of reading. Yet even in the subject of reading one could not reasonably look for better work than was found in the highest classes at Townsville West, Richmond Hill, and Millchester. Complaint was sometimes heard, and with some show of reason, that there is not sufficient time allowed to deal intelligently with such lessons as "Above the Clouds" and "The Vision of Mirza" in Fifth Book, or such lessons as "Pearl Fishing" and "The Hand" in Fourth Book. To hurry over such lessons in a superficial manner is not only useless but positively vicious, as tending to engender careless habits of thought and an after distaste for the better class of reading. In the matter of the comprehension of lessons teachers are too often forgetful of the fact that a mere acquaintance with the text-book meanings of individual words only very partially, if at all, gives the pupil any idea of the meaning of the text of a lesson. I have met with cases even in good schools where teachers had explained every difficult word in the lesson and yet the pupils showed themselves to be entirely unacquainted with the meaning of the text of such lessons. It is rarely that I have found teachers dealing satisfactorily with the comprehension and subject-matter of lessons. I know no other branch of instruction where intelligence and skill come more fully into play. As regards the style of reading, numerous rules and hints are given in the Literary Class Book and other text-books on elocution. These mostly fail in their aim in consequence of their elaborateness and the minuteness of detail set for the pupil's guidance. I am convinced that reading, properly so called, is learned best from imitation. In this as in the matter of comprehension it all lies with the teacher; there is little hope for satisfactory results if "the fountain itself be dry." In only a few schools was the work in slate arithmetic more than tolerably satisfactory. There appears to have been too free use of Spencer's Test Cards. Sometimes children are kept at these cards until the work becomes nauseous and mechanical. There is need for more intelligent oral teaching while the tests for silent practice should be framed by the teacher himself, and graduated according to the progress of his teaching and the capacity of his pupils. The most uniformly good work in slate arithmetic was found at Millchester, Ravenswood, and Townsville West. The lessons in geography should partake more of a descriptive character. In dealing with Australian geography, in fifth classes I found the work to consist mainly of a revision of the meagre work taught in second class. With a few exceptions, I looked in vain for intelligent answering on the productions and trade of Queensland, of its main routes of land and sea carriage, or of its form of government. Yet one has a right to expect information on such matters from pupils in the advanced classes. The best lesson in Australian geography to a fifth class was given by the senior assistant in the school at Townsville West. The lesson was on the Herberton district, and was at once full and interesting, clear and impressive. Of the teaching of geography in general, it seems to partake too much of a task-hearing character. Children come to school loaded with text-books, which are often ill-compiled, containing mere lists of names or a series of bald facts neither interesting nor useful. Regarding the undue use of text-books in the teaching of geography I may be allowed to quote the opinion of a leading school inspector in Scotland. In a lecture delivered in 1886, before the Scottish Geographical Society, Mr. William Jolly says: "Cast from your children with disgust most so-called 'Elementary Geographies.' They are in general monstrous, and their compilers are educational traitors to childhood. The recipe for their manufacture seems to be this: Take an advanced geography, squeeze out of this poor orange all the juice, then force the child to swallow the dry remainder. The text-book has been the chief cause of the worst way of teaching geography, It has been the curse of the subject and the scholar. Think of asking a scholar to learn the endless nauseous lists there presented!" Though Mr. Jolly's condemnation of text-books appears somewhat too sweeping, yet I fear that the system he describes obtains to a harmful extent in many of our Queensland schools. Geography gave the highest marks at Ross Island, Charters Towers (boys) and Mackay (boys), Townsville Central (girls), Townsville Central (boys), Queenton, Townsville West, Walkerston. My remarks on the teaching of geography apply in a large measure to the teaching of history. In the history lessons in the reading books there is no perspective, nothing to show the relative importance of the events, there are too many facts set forth to the overclouding of important matters, so that a teacher who adheres too closely to the question-and-answer method given in the books, and there are teachers who do, will fail to leave on the pupil's mind any lasting impressions of the leading events of history. History, like geography, should, if properly taught, be a fascinating subject. Taught as it generally is there is but slight reason to hope that many of our pupils will carry with them from school any love or taste for the subject. I generally find that from want of impressive teaching and of careful revision what is learned in one half year is forgotten the next. The only satisfactory work was found where the teachers framed out for themselves vivid oral lessons on the period under treatment. To do this properly the teacher needs to be a student of history. No mere reader of a school manual will succeed. And here I would suggest that a more suitable text-book for teachers than Ross's Manual may now be found. I think that the style of Ross is dry and somewhat forbidding, and that the book is too much concerned with what is known as "Drum-and-Trumpet-History." Besides, the book carries the subject down only to 1860. One of the best student's history I know is one entitled Sanderson's History of England and the Empire, published by Warne and Co., London. The matter is well arranged, the style is pleasing, and the story is carried down to 1890. I think the book would be very suitable for teachers of the second and third classes if not for pupil-teachers of the higher grades. In any case I feel assured that teachers would find Sanderson's history well worthy of perusal. It is most desirable that in history, as in other subjects of study, examinees should consult authorities outside the prescribed text books so as to gain fuller knowledge and broader views on such subjects. Only a few even amongst candidates for the position of teachers of the second class showed in their history papers evidence of intelligent effort in this direction. Most of the history papers showed a dull mechanical adherence even to the very words of the text book. In the following schools the best answering in history was found: Bowen (boys), Richmond Hill, Charters Towers (boys), Queenton, and Townsville West. In grammar very satisfactory work was found in most of the State schools and in many of the Provisional schools. Closely allied with grammar comes the subject of composition, one of primary importance and of vital interest to the pupil in after life. There should be little need to dwell on its usefulness, little occasion to remind teachers how much power and pleasure is conferred by cultivating in the pupil the gift of a good style in writing. But few have the gift to write well, yet all can be trained to express themselves in clear and correct English. Here, again, I have to find fault with the principle of text book teaching. Longmans' book is mostly taken up with the proprieties of placing words and phrases in a sentence to the almost entire exclusion of the order and arrangement of ideas. In composition, as in reading, the pupil's progress depends on the example set by his teacher. If the teacher have literary tastes, if he encourage the pupils to read in their homes, if in the ordinary course of teaching his manner of speech be clear and animated, if he have the habit of reading for his pupils choice extracts from good authors, then will his pupils have the very best means and be encouraged in the best manner to improve in the art of composition. In no school in my district is the training in English composition carried out in what I consider an entirely satisfactory manner, while in many schools it is practically not taught at all. We may hope to find pupils trained properly in this art when teachers themselves grow more to be readers and students of our best English authors. Concerning the subjects of instruction generally, I think that in recent years our schedules have been too much subjected to change. It is an open question whether equally good educational work was not done in our schools before the era of change and unrest set in. After all, true education depends not so much on what intellectual branch is taught as on how it is taught; not so much on the nature of the subject as on the method and manner of the teaching. Let our teachers aim at intelligent effort in dealing with the work of the schedules; let thoroughness in work be the guiding principle in contradistinction to superficial or showy work; let them, in order to conserve time and teaching power, pursue the system of amalgamation of classes as far as practicable; let them, in a word, consider the best interests of the pupils rather than the gaining of a few extra marks on inspection day, and then all will be well, even though the entire work prescribed by Regulation be not overtaken. It is, however, highly necessary that teachers should never fail to realise that there are other features in school work of even more vital importance than the matter of mental training—namely, the training of children in gentleness of manners and in moral principles.

The total number of pupils examined was 7,540.

I have, &c.,
J. A. CANNY,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR GRIPP.

Brisbane, January, 1898.

SIR,—I have the honour to submit the following General Report for the year 1897:—

DISTRICT.

The year 1897 makes the eighth during which I have been in charge of the Northern District. At the beginning of the year, however, great alterations were made in its limits. All the State and Provisional schools in and about Townsville, Ravenswood, and Charters Towers were transferred to Mr. Canny, in lieu of which I got from him the Roman Catholic schools in Townsville, the State and Provisional schools on and near the coast north from Townsville as far as Cairns, and those inland from the latter town as far as the Tate Tin Mines. The Provisional school on Murray Island, about 150 miles east of Thursday Island, and the State schools in Winton and Boulia were also added to my list.

It will be necessary to bear these important alterations carefully in mind when comparing the statistics for 1897 with those for the preceding year. By removing a number of large schools within easy reach of each other and substituting therefor comparatively small schools at greater distances apart, it will be obvious that, amongst other results, the total number of pupils examined must be much reduced, the time occupied in travelling increased, and the average number of pupils per teacher lessened.

The total distance travelled by me in the execution of my duties was 6,330 miles, of which 2,420 were by steamer, 2,000 by coach, 1,582 by rail, and 328 on horseback.

SCHOOLS IN OPERATION AND SCHOOL CHANGES.—The total number of schools in operation during any part of the year was 80, of which 27 were State, 44 Provisional, 8 Roman Catholic, and 1 private school. Four new schools were opened during the year, all Provisional—namely, at Ayton on the Bloomfield River, at Hughenden North, at Mackinlay between Cloncurry and Winton, and on the Mulgrave River near Cairns. The Provisional schools at Atherton and at the Mareeba Gold Field were re-opened after having been closed for a considerable time. The Provisional school at Dungeness was removed to Lucinda Point, and the Provisional schools on Horn Island and at Limestone, on the Palmer Gold Field, were closed owing to insufficient attendance. Two new schools are ready for opening after the Christmas vacation—namely, a State school on the Mossman River near Port Douglas, and a Provisional school at Goondi Plantation near Geraldton.

APPORTIONMENT OF TIME.—Of the 275½ official working days 111½ were spent in inspecting and holding inquiries, 48½ in reporting, 63 in travelling, 32 in examination of teachers, 18½ in absence on leave, and 2 days were lost through illness and bad weather. Very many of the remaining 89½ days, which were not official working days, had to be employed in travelling or other unavoidable work.

INSPECTIONS.—The school at Boulia was temporarily closed when I was in that part of my district, the schools on the Coen and on Murray Island had to be omitted for want of time, and the school at Limestone had become so small as to render it not worth the expenditure of time and money necessary to visit it, and it has since been closed. The private school was omitted from inspection at the desire of the teacher. With the foregoing exceptions, all the schools in my district were inspected once in detail.

The number of children present during inspection was:—In State schools 2,658 out of 2,920 enrolled, or 91 per cent.; in Provisional schools 1,143 out of 1,278 enrolled, or 89·6 per cent.; and in Roman Catholic schools 1,277 out of 1,465 enrolled, or 87·2 per cent.; making a grand total in all schools of 5,078 out of 5,663 enrolled, or 89·7 per cent., an extremely satisfactory proportion.

The total time occupied in inspecting and reporting the 8 Roman Catholic schools was 22 days. No further allusion will be made to these schools in this report.

INQUIRIES.—Thirteen inquiries were held by me during the year, three to ascertain whether the necessary conditions existed for the establishment of Provisional schools, one to make similar inquiries with reference to a State school, two in regard to the enlargement of schools, two to inspect new Provisional school buildings, three to investigate serious complaints made against teachers, and two in regard to minor matters.

MATERIAL ORGANIZATION.

On the whole the material condition of the Northern schools is satisfactory. The only State schools in which the accommodation was found to be insufficient were those at Ingham and Winton, where, if not already done, steps should at once be taken to enlarge the buildings. The school on Thursday Island has been enlarged, and that in Cloncurry has been fenced in, painted, and generally repaired. The Port Douglas school has also had a general overhaul. At the time of inspection a number of improvements and repairs were needed at Cooktown, Cairns, Cumberland, Georgetown, Geraldton, Halifax, Hughenden; Kingsborough, Maytown, and Normanton.

The total amount authorised by me to be expended on urgent minor requirements during the year was £11 3s. 6d.

The Provisional schools at Croydon King, Golden Gate, Mareeba, Mulgrave, Pentland, and Richmond have attendances large enough to warrant their being classed as State schools, the only obstacle in the way being the cost of erecting the necessary buildings. At Golden Gate and Mareeba steps have already been taken to bring about the change The advisableness of spending from £800 to £1,000 on the necessary buildings in a purely mining settlement such as Croydon King is, to say the least of it, extremely doubtful, more especially in this particular instance where the children have enjoyed equal advantages to those of a State school in regard to tuition. On the other hand, in places such as Mulgrave, Pentland, and Richmond, which appear to be permanently settled, and are likely always to maintain a school population well over 30, strenuous efforts should certainly be made to obtain a State school.

I found that the Provisional school buildings at Croydon King and Tabletop had been enlarged since the previous inspection, and that the Marton school was about to be improved. The enlargement of the Freshwater school was recommended. In regard to minor improvements and repairs needed at Provisional schools, I communicated with the committees, and the matters have most probably been attended to. The Provisional school at Prairie still holds the unenviable distinction of being the shabbiest and most unsuitable school building in the North.

INTERNAL ORGANIZATION.

The number of teachers of all ranks employed at the time of inspection in the 26 State schools inspected was 66, and in the 41 Provisional schools 45. They were classified as follows:—

Schools.	Males.						Females.					
	Class II.	Class III.	Temporary Teachers.	Pupil Teachers.	Unclassified Teachers.	Total.	Class II.	Class III.	Temporary Teachers.	Pupil Teachers.	Unclassified Teachers.	Total.
State	6	25	1	4	1	37	1	18	0	9	1	29
Provisional ...	0	2	1	0	22	25	0	1	1	1	17	20
Total ...	6	27	2	4	23	62	1	19	1	10	18	49

The average number of pupils per teacher, based on the average attendance during the month preceding inspection, was :—In State schools 37·4, which is 4·3 lower than in 1896, and in Provisional schools 22·7, which is 3·3 below the number in 1896. The average per teacher in all schools is 31·4 Change of head teachers occurred during the year in the State schools at Boulia, Cairns, Irvinebank, Normanton, and Thursday Island, and in the Provisional schools at Blackfellow's Creek, Croydon King, Golden Gate, Homestead, Mulgrave, Northcote, and Welcome Pocket.

Government.—Of most of the schools under my charge I have been able to report that they are well governed, and that the order and discipline are good. At the present moment I cannot recall one where the rule is harsh; on the contrary where the administration errs it is generally on the side of over-leniency. Where such is the case, and especially if, as too often happens, the same falsely kind management exists in the children's homes, the pupils cannot but grow up with very weak views regarding the obligations of duty and a totally imperfect appreciation of the important lessons of obedience and industry. No mistaken idea of consulting the children's happiness should be the cause of allowing idleness and inattention to go unchecked during school hours, or, when closing time comes, of failing to discriminate between pupils who have been working diligently and those who have been wasting their time. I am no advocate of severe treatment of children, but while fully recognising that excessive corporal punishment indicates weak administration, and that my best teachers rarely or never find it necessary to use the cane, I am unable to regard abstention from punishment as meritorious except in cases where punishment is not deserved.

Classification.—The classification is generally judicious, though not free from some faults. A conspicuous and not unfrequent defect is the inequality in attainments existing among pupils of the same class. This drawback may, of course, be brought about by the desire to avoid over-multiplication of drafts, and under such circumstances is justifiable; in other instances irregular attendance may be responsible, but in not a few cases the principal cause appears to be the failure to bring sufficient pressure to bear on lazy and neglectful children, who, when the time for promotion arrives are advanced with their more hard-working class mates, in order, presumably, that entries of excessive class time shall not appear in the roll book, a policy, however, which generally defeats its apparent object, that of making the condition of the school seem better than it really is. The following table shows the number and percentage of pupils in each class :—

Schools.	Class VI.		Class V.		Class IV.		Class III.		Class II.		Class I.	
	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.
State	25	0·9	232	7·9	386	13·2	527	18·0	586	20·1	1,164	39·9
Provisional	1	0·1	13	1·0	139	10·9	250	19·5	314	24·6	561	43·9
Total	26	0·6	245	5·8	525	12·5	777	18·5	900	21·4	1,725	41·2

Proficiency.—The general proficiency over the entire range of subjects approaches "fair." As might be expected, it is somewhat higher in State than in Provisional schools, but the difference is not great, and there is no doubt that the quality of the instruction in the latter is steadily improving owing to the employment in such schools of ex-pupil-teachers, or at least of persons who, before appointment, have been required to give some evidence of their fitness for the position.

The 5 State schools which obtained the highest average marks were Hughenden, 71·2; Cairns, 67·1; Maytown 65; Montalbion, 64·2; and Georgetown, 64·1; and the 5 Provisional Schools—Ayton, 69; Croydon King, 67·1; Castleton, 65; Evelyn Scrub, 65; and Mackinlay, 64·8. The average percentage of marks gained by the various classes was as follows:—In State schools—Class VI., 66·4; Class V., 60·5; Class IV., 58·4; Class III., 56·7; Class II., 54·3; Class I., 53·8; and in Provisional schools—Class VI., 50; Class V., 57·5; Class IV., 54·7; Class III., 56·9; Class II., 54·6; and Class I., 53·8. It will be noticed that in the three lowest classes the average marks in Provisional schools are ahead of those in State schools.

Instruction.—For the benefit of the teachers I think it desirable to name the defects which present themselves to my mind in reviewing the past year's work, conspicuous amongst them being the following :—

(1.) The lowest draft of the First Class is frequently in an unsatisfactory condition. One of the main causes to which this is attributable is the inefficiency of the teaching, the draft in question being usually entrusted, in the larger State schools, to the youngest and least experienced member of the staff, and in the smaller schools to a boy or girl monitor. Independently of this, however, a great obstacle to successful work lies in the fact that pupils beginning their schooling present themselves for admission at irregular intervals, and, being placed in this draft, the result is that, at the end of a half-year, all stages of progress and proficiency are exhibited, it being necessary in many cases to work the children of the one draft in four or five sections. Something might be done to check this evil by insisting that children shall be admitted to the lowest draft only at the beginning of a new half-year's work, or at any rate, that for purposes of inspection their class time shall be regarded as starting from the commencement of the half-year following the broken period during which they have attended.

(2.) In the elementary stages of reading the *sounds* which the letters represent are not taught, word building is neglected, and there is not sufficient practice in recognising individual words at sight nor in reading script.

(3.) Spelling is sometimes very weak, in my opinion, inexcusably so, as this is a branch where good results can invariably be obtained by care and attention on the part of the teacher.

(4.) Meanings of words and comprehension of reading matter are in most cases insufficiently known. In order to avoid this grave defect careful previous preparation of the lessons by the teacher is indispensable, and for this purpose a "Teacher's Book" should be kept.

(5.) In recitation the ability to repeat the words is often accepted as sufficient, no attempt being made to secure expressive and pleasing delivery, or to see that the children understand and appreciate what they are repeating.

(6.) Object lessons, as frequently given, are really not such, but merely useless lessons on *words*.

(7.) Good penmanship is impeded by the use of the very diverse styles of copies found in our schools.

(8.) Arithmetic still affords much room for improvement. The barest mechanical work seems to satisfy many teachers, and even that is too often slowly and inaccurately done. With the recent changes in the schedule requirements much better results in this subject should be forthcoming. Mental arithmetic is even poorer than the slate work. More practice, and especially more intelligent practice, is needed in this branch.

(9.) The geography prescribed for Class III—that of Australia—shows the least satisfactory proficiency. Such a text-book as that lately published by Mr. Fewings, if intelligently used, should enable better results to be secured. In this subject generally, however, as well as in others, I am inclined to think that the memory is not sufficiently exercised, and that under the pretext of avoiding mechanical teaching, and of cultivating the intelligence, there is a tendency to shirk the downright hard work unavoidable in the acquirement of knowledge.

In some schools mapping is ably taught, the outlines being either "blocked in" or drawn with the assistance of carefully designed construction lines, and the maps filled in under the teacher's direction and guidance. Simply putting up a map in front of the children, and telling them to do the best they can with it, is not *teaching* mapping.

(10.) In grammar the failures are generally the result of not using a text-book. Especially is this the case with regard to accidence.

ATTENDANCE.—In State schools the enrolment at the end of the month preceding inspection was 2,948, and the average daily attendance for the same period 2,470·5, equal to 83·8 per cent., as against 81 per cent. in the preceding year. In Provisional schools the enrolment was 1,310, and the average attendance 1,019·9, equal to 77·8 per cent., as against 79·7 per cent. in the preceding year. In all schools the aggregate enrolment was 4,258, and the average daily attendance 3,490·4, equal to 82 per cent., an increase of 1·1 per cent. on the *quantity* of the attendance in 1896.

The number of pupils who attended at least four days out of every five during the quarter preceding inspection was in State schools 1,926, equal to 64 per cent. of the 3,007 enrolled, being 6·8 per cent. higher than in 1896. In Provisional schools the number of pupils so attending was 858, equal to 65·9 per cent. of the 1,302 enrolled, showing an improvement of 6·5 per cent. on the figures for the preceding year. In all schools 2,784 pupils out of 4,309 enrolled attended "regularly," the regular attenders thus amounting to 64·6 per cent. of the whole, or 7·1 per cent. better than in 1896. In this connection it is gratifying to be able to report that during the last five years the attendance at the Northern schools has steadily improved in *quality*, and this notwithstanding that during the early part of the year now under review the attendance in the larger coastal towns was much affected by the prevalence of dengue fever.

The number of children of school age reported as not attending any school, though living within reach of one, is 49.

Only one pupil from this district, a girl attending the Herberton State school, was successful in winning a Grammar school scholarship at the late examination.

I have, &c.,
W. GRIPP,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR RADCLIFFE.

Brisbane, February, 1898.

Sir,—I have the honour to submit my Annual Report on the schools of the Wide Bay and Burnett District for the year 1897:—

I took over the district on the 6th of April from my predecessor in charge, Mr. Walter Scott.

The division extends from Curra in the south to Bucca Crossing on the Kolan River in the north, and from Sandy Cape in the east to Eidsvold and Gayndah in a westerly direction. It is intersected by the North Coast line throughout almost its entire length, and railway communication is further supplied by the Kilkivan, Gayndah, Pialba, Isis, and Mount Perry lines, which branch off from the main line.

The number of schools in the district is 92, and they may be classed as follows:—

State schools for boys only	2
„ „ girls only	1
„ „ infants only	1
„ „ girls and infants	1
Mixed State schools	31
Unclassified State schools	2
Provisional schools	51
Roman Catholic schools	3
Total	92

The work of inspection was commenced on the 6th of April, and was continued until the end of the school year in December, with the exception of two days' leave of absence and the time occupied in drafting a set of examination papers during the midwinter vacation. Presiding at the annual examination of teachers in Brisbane and valuing examination papers occupied the remaining portion of the year.

Previous to my taking charge of the district 8 schools had been inspected by my predecessor.

All the schools were inspected once in detail, 5 were so examined a second time, and incidental visits for the purpose of observing methods, giving advice and assistance, examining candidates, and noting improvement or otherwise between inspections were paid to 26 schools, chiefly Provisional, where advice and assistance are most needed.

In addition to the work of inspection 11 inquiries were held—4 into complaints against teachers, and the remainder in connection with the establishment of new schools.

The half-time Provisional schools at Margoo and Underban, about twenty miles west of Kilkivan, were opened at the beginning of the year. These schools, which are the only representatives of that class in the district, are about five miles apart. The majority of the elder children attend both schools, so that their instruction is continuous. The Provisional school at Apple-tree Creek, in the Isis Scrub, was superseded by a State school about the middle of the year. A new and welcome departure has been made in the planning of this school. It is considerably wider in proportion to its length than the ordinary type of school building, the result being that there is ample room for classes on the floor in front of the desks. The establishment of State schools to take the place of the present Provisional schools at Horton and Isis North was authorised during the year; in connection with the former, much delay has taken place owing to want of agreement among the residents as to the site. Action was also taken during the year to raise the Provisional school at Cumonju to the rank of a State school. New Provisional schools were recommended at Gundiah, where settlement has revived owing to the reopening of a saw-mill; at Redbank Gully, an agricultural settlement near Gin Gin; at Brooyar on the Kilkivan Line; and at Mingo Crossing on the Upper Burnett, about 20 miles from Mount Perry. For about six months previous to my visit of inquiry at Mingo Crossing, the residents had been supporting a teacher who conducted a school attended by about a dozen children, in a private house. Few of the children had ever attended school before, and boys and girls from twelve to fourteen years of age had to begin at the alphabet. The residents at Aramara, on the Gayndah Line, petitioned for a school, but public opinion in the district was so sharply divided on the subject of the proposed site that the request could not be recommended. Parents frequently stand in their own light in the matter of the establishment of new schools, by their want of unanimity in deciding upon a suitable site, and it frequently happens that those least interested play the most conspicuous part in obstruction. The new Provisional school building at Woowoonga Creek was inspected in December, and found practically ready for opening at the beginning of the year.

On the whole, the educational requirements of this district are well supplied. The people generally are keenly alive to the necessity of educating their children, and no sooner does settlement take place in any locality than steps are taken to secure a site and build a school. The little Provisional school in a struggling agricultural district represents a very considerable amount of self-sacrifice on the part of the residents.

The accommodation was insufficient at Maryborough West, Albert, Tinana, Torbanelea, Pialba, Gin Gin, North Bundaberg, and Munna Creek, and barely sufficient at Kilkivan, Mungar, and Maryborough East. The school building at Barolin was lengthened by 18 feet towards the end of the year, and the teacher's residence was enlarged. The Provisional school at Watawa was enlarged by an addition of 10 feet to its length, which will afford considerable relief until the residents are in a position to contribute their share of the cost of establishing a State school. At Kolan South, a new teacher's residence was erected during the year. The old residence, which is attached to the school, is now used for teaching purposes. Minor repairs, painting, &c., were carried out at Tiaro, Gin Gin, Maryborough Central, Yengarie, and Moolboolaman. Generally speaking, the school buildings are in good repair throughout the district, the most pressing requirements being the enlargement of the existing accommodation in a few of the residences. The school property is well taken care of, and very rarely indeed has it been necessary to report adversely on the condition of the schoolroom as to neatness and cleanliness. A very pleasing feature in many of the schools is the tasteful decoration of the walls by pictures, chiefly from the illustrated magazines, and the presence of vases of flowers on the school table.

The long-continued period of dry weather which prevailed during the first six or seven months of the year prevented much being done in the way of tree planting. The school grounds at Maryborough—especially those of the Central and Albert—are striking examples of the beneficial results of the institution of Arbor Day. Barolin is another school which stands out in this respect, the soil there being specially favourable to the growth of the native fig, of which there are some very fine specimens in the playground. The children, especially the girls, at this school take a keen interest in their school garden, which well repays the labour they spend on it. Tennis courts have been prepared at Maryborough East, Bundaberg South, and Barolin.

The number of teachers employed in State schools was 135, being in the proportion of 1 to every 35·2 pupils; and in Provisional schools 53, or 1 to every 21·3 pupils in attendance.

The number of children examined was 4,440 in State schools, and 1,197 in Provisional schools; adding the 556 children examined in the Roman Catholic schools at Maryborough and Bundaberg, the total number of children present at inspection was 6,193. In each of the following Provisional schools the average attendance was over 30—Munna Creek, Isis North, Cordalba, Mount Bopple, Isis South, Horton, Bucca Crossing, Paradise, Woowoonga, Mungore, Byrnestown, Curra, Cumonju, and Watawa. Two teachers are employed in each of the following Provisional schools, viz., Cordalba, Horton, Paradise, and Watawa.

At 15 State schools the quality of the attendance was 70 per cent. or over, Aldershot heading the list with 97 per cent., followed by Torbanelea with 88 per cent., Mount Perry 87 per cent., and Maryborough Central (infants), 85 per cent. At 22 Provisional schools the quality of the attendance was 70 per cent. or over, Kingbombie, Sandy Cape, and Margoo each scoring 100 per cent. for the quarter preceding inspection, followed closely by Mungore (92), Mount Shamrock (89), Brookleigh, Deborah, and Munn Creek (each 88). The most irregular attendance was at Eidsvold (28), Owanyilla (32), and Dundowran, where only 11 per cent of the pupils had attended four days out of five during the preceding quarter. In many schools the ticket system has been introduced with most salutary effects on the attendance. As a rule, the irregularity, where it exists, arises not from the unwillingness of the children to attend school, but in some cases from the indifference of the parents, and in others from the fact that the occasional services of the children are necessary at home, more especially in country districts. The majority of schools are so conducted that the children would rather be there than at home, particularly when staying at home entails picking corn, gathering potatoes, minding the baby, or the like.

In State schools, generally speaking, the classification of pupils is judicious, but many Provisional school teachers persist in undue multiplication of drafts, the result being that they are attempting more work than they can properly perform. It is no uncommon experience, especially in Provisional schools taught by female teachers, to find fifteen or twenty children divided into six drafts—I found one teacher struggling with no less than eight. The same amount of industry expended on a smaller number of drafts would produce uniformly satisfactory results throughout the school.

If a workable scheme could be devised by which Provisional school teachers could exchange places for, say, six months with assistants in town schools, the advantage to both would be very great. The Provisional school teachers, many of whom when they take charge of a school have had no previous experience in teaching, and whose methods are crude in the extreme, would have the opportunity of learning how a school should be conducted, and would return to their former duties with experience which could not fail to be of great benefit to themselves and their pupils. The assistants, on their part, would return with a wider and deeper sense of responsibility, and as a rule would require less assistance in maintaining efficient discipline in their classes.

The progress of the pupils, generally speaking, has been sound, steady, and regular in the schools throughout this district.

In the majority of the schools, the government is of a satisfactory character. The discipline, generally, is such as to secure good order, steady work, and an honest, healthy tone. In many of the schools the work of inspection is a real pleasure: the children are well mannered, attentive, cheerful, and keenly anxious to acquit themselves to their own and their teachers' satisfaction. When children leave such schools to enter upon their life-work, they do so with well-formed habits of order and industry which cannot fail to be of inestimable advantage to them throughout their lives. In a few instances, however, a less satisfactory state of matters obtained; the moral tone was decidedly low, constant watchfulness was necessary to prevent copying, and it was evident that the period preceding inspection had been one of mental and moral stagnation. Happily, such cases are rare.

The average of proficiency of the pupils over the entire range of the course of instruction was 65·6 per cent. in State and 64·7 per cent. in Provisional schools.

Reading is generally fluent, but except in rare cases is wanting in expression. Ample scope is given in the reading books for the exercise of intelligent and expressive reading, but sufficient attention is not given to emphasis and voice modulation in the teaching of this subject. The elder children, when they leave school, should be in possession of the art of reading, not only fluently, but with such intelligence and expression as to convey pleasure to others. Generally speaking, more time should be devoted to explanation of the subject matter and meanings of words in the reading lessons.

Recitation is generally good in the lower drafts, and ranges from indifferent to good in the higher part of the school. Here, again, the want of expression is the chief defect.

Writing generally gives creditable results. There is on the whole a careful imitation of the head-line, and the copybooks are neat and clean. I am of opinion, however, that it is desirable to have only one system of writing throughout our schools. At present we have at least a dozen different styles, and when children leave one school and go to another they generally have to procure new copybooks, give up the kind of writing they have learnt, and acquire a new style. There are many excellent series of copybooks from which to select, and were a choice made and, say, six months' notice given to the effect that after that time only one series would be allowed, the present miscellaneous stock would be disposed of and no hardship or inconvenience would result to anyone concerned. By far the best writing I have seen in my district is in those schools in which the upright system is taught.

The lightening of the schedule requirements in arithmetic has enabled teachers to overtake the work, and to secure a more thorough and intelligent grasp of the subject. Mental arithmetic, except in a few rare cases, gives poor results. As a rule, far more practice is required, especially in the solution of problems. Inexperienced teachers seldom appreciate the importance of mental arithmetic as an introduction and aid to slate arithmetic. When a problem is set, or a new rule required to be taught, if the teacher would prepare carefully graduated questions on it, which the children could answer mentally, half the difficulties would vanish. In the lower classes, failure in arithmetic is generally due to insufficient grounding in the addition and multiplication tables.

Two instances came under my notice during the year, illustrating the great value of the lessons on First Aid in Accidents. A boy, about six years old, on his way to a small country school, was bitten on the foot by a brown snake; his brother, two or three years older, immediately applied a ligature and incised the wound according to the directions he had learnt at school, and so effectually did he carry out these directions that the little fellow recovered without further treatment. The other case occurred in the playground at one of the Maryborough schools, where a boy was bitten on the ankle by a brown snake, and was successfully treated by the head teacher.

Lessons in agriculture are given with good effect in many of the country schools, and the knowledge gained should be both interesting and useful to many of the pupils in after life. Drawing, so far as it has yet been attempted, gives promise of being a most useful branch of instruction in our schools. It is, generally speaking, a popular subject with the children. The time, however, that can be devoted to it is I am afraid insufficient to allow of the schedule requirements being fully overtaken, especially in the upper classes. Scale drawing appears to me to be the branch of this subject which should receive most attention. Few boys or girls remain long enough in the higher classes to make much progress in freehand drawing, but they might in a comparatively short time get a practical knowledge of scale drawing, which would be extremely valuable to many of them. Singing is generally taught so as to be an agreeable variety to the ordinary school work, and to be a source of pleasure to both teachers and pupils. In a few schools, where the teachers are enthusiasts in the subject, the results are excellent—the singing is sweet, harmonious, and rythmical. On the other hand, where the teacher has no ear for music, the singing is harsh and unmusical, and the general effect painful. Drill is generally well taught in State schools, but only moderately so in Provisional schools, except in the case of those in which the teachers are members of the Teachers' Corps. The importance of drill as an aid to discipline is not sufficiently realised by some otherwise capable teachers. In geography the results vary greatly. As a rule, political geography should receive more attention than it does, and it should be taught in a more interesting manner, so that names of places shall not be mere geographical expressions to the children. In some schools the teachers do little more than set the children to learn by rote lists of capes, rivers, towns, &c., which are forgotten almost as soon as they are learnt. The results in grammar are about fair in State schools, and indifferent to moderate in Provisional schools.

Composition is on the whole well taught. The children in the upper classes can as a rule write an ordinary letter, couched in grammatical language and well-chosen words, and are able to give an intelligent rendering of a lesson which they have had.

The lessons in English history in our reading books are little more than bare chronicles which appeal to the memory alone. The information given requires to be supplemented by oral instruction.

The records are with very few exceptions kept in a highly satisfactory manner; as a rule they are complete and accurate and are models of neatness and care. In a few Provisional schools, errors and omissions were noted, arising chiefly from want of experience, and careless reading of the general instructions.

As a result of the examinations held in December last, scholarships were awarded to two boys from the Bundaberg South School, one to a boy from Bundaberg Central, and one to a girl from the Albert School, Maryborough. Bundaberg South also had the honour of gaining one of the eight bursaries open to competition.

Briefly summarising the year's work, it may be said that, generally speaking, schools exist where they are needed, that the teachers as a body are zealous in the discharge of their duties and that the children under their charge are receiving sound instruction and valuable training in habits of order, industry, and right conduct.

I have, &c.,
O. RADCLIFFE,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

APPENDIX C.

ANNUAL EXAMINATION OF TEACHERS AND OTHERS, 1897.

GEOGRAPHY.

14th December—9·30 *to* 12·30.

*** Sketch maps must be drawn on as large a scale as the foolscap page will admit.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

50 1. As a specimen of your penmanship, write in small-hand the following lines:—

> "*The swallow oft beneath my thatch*
> *Shall twitter from her clay-built nest;*
> *Oft shall the pilgrim lift the latch,*
> *And share my meal, a welcome guest.*"

30 2. Draw a map of Australia; and mark on it the colonies with their capitals, the sea-ports of Queensland, and the River Murray with its tributaries.

25 3. Make out a list of the countries and capitals of Europe, and give the position of each capital.

15 4. Enumerate the islands of the East Indian Archipelago, and name the chief products of the group.

15 5. What are the chief products of the following countries:—Canada, United States, Brazil, Chili, Cape Colony, New Zealand?

15 6. Set down what you know about each of the following rivers:—Thames, Nile, Amazon.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

50 1. As a specimen of copy-setting, write in small-hand the following lines:—

> "*Full well they laughed with counterfeited glee*
> *At all his jokes, for many a joke had he.*"

30 2. Draw a map of the Irish Sea, and mark on it the chief capes, openings, and sea-ports.

15 3. Write what you know about New Zealand under these heads:—Area, inhabitants, climate, industries, and government.

20 4. Name the British West African Colonies, and give a concise account of the geography of any *one* of them.

15 5. Give an account of the geography of British Guiana.

20 6. Enumerate the British Possessions in Polynesia, and write what you know about Fiji.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

50 1. As specimens of copy-setting, write in large-hand—"*Planetary System*"; in small-hand—"*Gold was discovered in California in* 1848, *and in Australia in* 1851"; and in plain print—"*Great Britain,*" the initials in capitals and the rest in small letters.

30 2. Explain clearly how the size of the earth has been determined.

18 3. The earth has four motions; name them, and set down concisely what effects each motion brings about.

20 4. Write what you know about the trade winds.

16 5. Explain, as to a class, how weather forecasts are made.

16 6. Write what you know about the atmosphere under these heads:—Extent, properties, composition, origin.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

12 1. Describe the action of breakers and waves on the coast-line of a country.

20 2. Explain clearly how it can be shown by experiment that currents are caused by unequal temperatures, and illustrate your answer by a diagram.

16 3. Explain the terms:—Spring tides, establishment of a port, co-tidal lines, tidal bore.

22 4. Show clearly the effects on climate of elevation and of proximity to the sea, and illustrate by reference to places in Queensland.

16 5. Give an account of the distribution of iron and of gold.

14 6. Compare, in parallel columns, the climate, productions, and industries of tropical and of temperate regions.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

Maximum Marks.

1. Explain and illustrate what is meant by the phases of the moon. 15

2. Write what you know about eclipses of the sun, and illustrate your answer by diagrams. 10

3. Set down concisely what you know about the constitution and movements of the sun. 12

4. Explain and illustrate Carpenter's experiment showing the cause of ocean currents. 9

5. Write an account of the formation, movements, and effects of glaciers. 10

6. How do you account for the presence of bars at the mouths of our coastal rivers? 8

7. Give the length, breadth, and area of the Atlantic, Pacific, and Indian Oceans. 6

8. What are land and sea breezes? How are they caused? Illustrate your answer by diagrams. 10

9. Explain clearly why New Guinea has a hotter climate than Tasmania, and why Brisbane has a more equable climate than Cunnamulla. 10

10. What proofs have we that the earth is flattened at the poles? 10

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Write an account of the climate and industries of Queensland. 8

2. Give the subject-matter of a lesson, suitable for an upper class, on *one* of the following:—Nansen's Polar Expedition, The Cretan Rebellion, Dr. Jameson's Raid on the Transvaal. 10

3. Draw a map of South America, and mark on it the political divisions with their capitals. 20

4. Write a methodical account of the geography of France. 10

5. Set down concisely what you know of the mineral resources of Australia. 8

6. (*a*) Describe a method of finding longitude. 4
(*b*) A person takes an observation at noon on the 21st of June and finds that the sun is vertical, and that when it is mid-day with him it is 9·15 a.m. at Greenwich. What are his latitude and longitude? 4

7. How are weather charts constructed? 7

8. Write explanatory notes on the following:—Sidereal day, aphelion, apogee, spring tides, denudation, icebergs. 9

9. Explain as to a class how trade winds are caused. 8

10. Draw a map of India, and mark on it the chief physical features. 12

ARITHMETIC.

14th December—2 *to* 5.

*** Set down the working of the sums so that the process by which each answer is obtained may be seen.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

1. State how many yards there are in a chain, gallons in a barrel of beer, square chains in an acre, days in February, 1896, and days in February, 1900. 15

2. What number must be divided by 15, and the quotient thus obtained multiplied by 7, in order to give 161? 25

3. Amongst how many persons may 350 guineas be divided: 114 of them receive each £2 12s. 9d., and each of the remaining persons £2 0s. 6d.? 25

4. Reduce— 30
(*a*) 40 miles 2 furlongs 35 perches to feet.
(*b*) 484,177 square yards to acres, roods, &c.
(*c*) 848 lbs. avoirdupois to troy weight.

5. Simplify— 20

$$\frac{\frac{2}{9} \times 4\frac{1}{2}}{\frac{1}{3} + 1\frac{5}{6}} \div \frac{\frac{5}{13}}{\frac{5}{8} - \frac{7}{12}}.$$

6. [For Males only.] A vessel with a crew of 32 men was provisioned for a voyage of 84 days, at the rate of $19\frac{1}{2}$ ozs. per man per day, but at the end of 57 days 13 shipwrecked men were picked up, and the voyage was delayed: to what must each man's allowance be reduced to make the provisions last 96 days? 35

6. [For Females only.] If a certain journey takes 2 hrs. 20 min. in a train going 23 miles an hour, how long will it take a bicyclist going $8\frac{3}{4}$ miles an hour? 35

For Admission as Pupil-Teacher of the Second Class.

[illegible] allowed.

Maximum Marks.

[illegible]

For Admission as Pupil-Teacher of the Third Class.

[illegible] allowed.

[illegible]

6. (For Males only.) For what sum must a [illegible] per cent. that [illegible] as well as the [illegible] of the [illegible]

[illegible] What principal [illegible] the same interest that [illegible]

[illegible] Find the amount and interest of [illegible] per cent.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a half allowed.)

1. A [illegible] marks an article at 10s., but takes off [illegible] per cent. for cash; what must have been its prime cost to [illegible] per cent. profit?

2. [illegible] person pays £40 for a bar of gold weighing [illegible] 7 dwts. 20 grs., which he then finds to be worth £[illegible] per oz.; does he pay more or less than its value, and how much?

3. (For Males only.) Find the square root of [illegible] and the cube root of [illegible].

4. (For Males only.) A team of cricketers went into the country to play a match, and agreed to share the expenses equally. They paid between them £11 [illegible]s., and then found that each had paid as many shillings as there were players. Of how many did the team consist?

5. (For Males only.) (a) Having given the chord of an arc and the height of the arc, how can you find the diameter of the circle?
   (b) Having given the difference of the diameter and the circumference of a circle, how can you find the diameter?
   (c) Having given the area of a rectangle, and that the length is to the breadth as 3 : 2, how can you find the breadth?
   (d) Having given the diagonals of a rhombus, how can you find the length of a side and the area of the rhombus?

Maximum Marks.

6. (For Males only.) A cow is tethered to the corner [illegible] of the fence of a rectangular paddock. If she is to be allowed to graze over an acre of ground, what must be the length of the rope by which she is fastened— 30
   (i.) If she is inside the paddock.
   (ii.) If she is outside the paddock?

7. (For Females only.) What premium must be paid for the insurance at [illegible] shillings per cent. on property valued at £[illegible]? 20

8. (For Males only.) [illegible] sovereigns of full weight [illegible]. What will be the weight of a sovereign when [illegible] per cent. of the metal has been worn off? 25

9. (For Females only.) (a) In Simple Division by factors how do you find the true remainder when dividing—(i.) by two factors, (ii.) by three factors, supposing that there is a remainder at each step of the process? 30
   (b) How can you find the least sum of money which can be paid in either florins or half-crowns? [illegible]
   (c) How would you reduce 7s. 6d. to the fraction of [illegible]? [illegible]
   (d) Having given the first, third, and fourth terms of a proportion, how can you find the second term?

10. (For Females only.) If [illegible] hrs. are required for travelling a given distance at a given rate, how long will be required when the distance is diminished by one-fourth and the rate increased by one-half? 30

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. What is a mean proportional? Insert a mean proportional between [illegible] and [illegible]. 9

2. Simplify— 12

[illegible]

3. The circumferences of the fore and hind wheels of a carriage are [illegible] ft. [illegible] in. and [illegible] ft. [illegible] in. respectively; how far has the carriage travelled when the fore wheel has made [illegible] more revolutions than the hind wheel? 15

4. A milkman buys milk at [illegible]d. per quart, dilutes it with water, and sells the mixture at 3d. per quart. His profits are [illegible] per cent. on his outlay. How much water does he mix with each quart of milk? 15

5. If money invested in the 3 per cent. consols give exactly [illegible] per cent. after paying [illegible]d. in the £ income-tax, what is the price of the consols? 15

6. (For Males only.) (a) Given the area of the base of a cone and the slant height of the cone, how can you find the volume of the cone? 20
   (b) How can you find the volume of an irregular solid body that will sink in water and not be injured by the water?
   (c) Give the rule for finding the volume of a wedge.
   (d) The following is the usual rule for finding the area of the surface of a sphere:—"Multiply the square of the diameter by 3·1416." Show how the two following variations of the rule are derived from the original rule:—(a) "Multiply the diameter by the circumference"; (b) "Divide the square of the circumference by 3·1416."

7. (For Males only.) The height of a cylinder is to be 10 times the radius of the base, and the volume is to be 25 cubic feet; find the radius. 18

8. (For Males only.) Find the weight of a spherical shell [illegible] inches thick, the external diameter of which is [illegible] inches, composed of iron weighing 4 cwt. to the cubic foot. 18

9. (For Males only.) A sphere is 30 ft. in diameter; find what fraction of the whole surface will be visible to an eye placed at a distance of [illegible] ft. from the centre. 18

10. (For Males only.) Find the diameter of a circle described round a triangle whose sides measure 293, 285, and [illegible]. 10

6. (For Females only.) Find the square root of [illegible], and the cube root of [illegible]. 12

7. (For Females only.) (a) Having given the three sides of a triangle, how can you find the height of the triangle? 20
   (b) Having given the diagonal of a square, how can you find the area of the square?
   (c) Having given the two sides of a right-angled triangle, how can you find the length of the perpendicular let fall from the right angle on the hypotenuse?
   (d) How can you find the number of gallons which an ordinary cylindrical water tank will hold? (Neglect the [illegible] of the iron.)

8. (For Females only.) A room is twice as long as it is broad. The cost of painting the ceiling, at 1s. 1½d. per sq. yd., is £3 [illegible]s., and of decorating the walls at 2s. 3d. per sq. yd., is £[illegible]. Find the height of the room. 18

9. (For Females only.) The radius of the outer boundary of a ring is 15 ft., the area of the ring is 300 sq. ft.; find the radius of the inner boundary. 18

10. (For Females only.) A ditch is 8 ft. deep, 24 ft. broad at the top and 15 ft. broad at the bottom: find the length of the ditch if 200,000 cubic feet of earth are dug out to make it. 1[illegible]

For Admission as Teacher of the Second Class.
(Males.)

(Three hours allowed.)

Maximum Marks.

18 1. (*a*) State the relation between two forces acting on a point and their resultant, when the angle between the forces is (i.) 45°, (ii.) 120°, (iii.) 150°.

(*b*) Prove the case where the angle is 150°.

12 2. The square of the resultant of two forces inclined at an angle of 60° is 57 times the square of one of them: find the ratio between the forces.

10 3. The modulus of elasticity of brass is 8,930,000 lbs., and under the influence of heat brass expands ·00001052 of its length for every degree Fahrenheit. If a brass rod 60 feet long and 9 square inches cross-section be fixed between two immovable supports when the temperature is 20° F., find the pressure on the supports when the temperature rises to 100° F.

12 4. Two cones, weighing 12 and 20 lbs. respectively, are placed so that their axes are in the same straight line and their vertices in contact. If their heights be respectively 10 and 14 inches, calculate the distance of their c.g. from the point of contact. Find the same when their bases touch.

12 5. A shaft of 560 ft. deep and 5 ft. in diameter is full of water. How many foot-pounds of work are required to empty it, and how long would it take an engine of $3\frac{1}{2}$ h.p. to do the work? ($\pi = 3\frac{1}{7}$; a cubic foot of water weighs 1,000 ozs.)

10 6. If four movable pulleys are arranged as in the first system, how much force must I exert if I wish to raise myself? I weigh 154 lbs.

12 7. On an inclined plane, what power acting parallel to the plane will raise a weight of 70 lbs. when the angle of inclination is (i.) 30°, (ii.) 45°, (iii.) 60°?

12 8. A balloon is rising with a uniform velocity of 56 feet in a second; at the height of 95 ft. from the ground a stone is let fall. After what time will it reach the ground? (g. = 32.)

12 9. If a stone weighing 2 lbs. be attached to a yard of string which can just support 20 lbs., at what rate must it be whirled round so as to break the string? (g. = 32.)

12 10. In a hydraulic press the radii of the cylinders are 2 inches and 6 feet respectively. The small piston is worked by a lever of the second kind 2 ft. long, the piston being attached 3 inches from the fulcrum. What power must be applied to the end of the lever to raise a girder weighing 14 tons which rests on the larger piston?

12 11. A watch-chain weighs 180 grains in air and 167 grains in water. What is the proportion between the gold and brass present if their s.g.'s be 19·3 and 7·8 respectively?

16 12. The area of the cross section of a barometer tube is $\frac{1}{3}$ of a square inch, and the vacuum at the top is perfect. 1 cubic inch of atmospheric air is introduced, and the column falls 9 inches. Find the length of the original vacuum. Barometer stands at 30 inches.

For Admission as Teacher of the Second Class.
(Females.)

(Three hours allowed.)

12 1. A cask of $150\frac{1}{4}$ gallons is bought for £75, and kept 12 years, during which three-fourths of a quart evaporates yearly. At what rate per gallon must the contents be sold to clear 20 per cent., the rate of simple interest being 4 per cent.?

12 2. A clock which gains 9 minutes per day it set right at 8 a.m. on Monday. Find the true time when this clock indicates 1 a.m. on the following Monday.

16 3. A man who rows 4 miles an hour in still water takes 1 hr. 12 min. to row the same distance up the river; how long will he take rowing down again?

15 4. How many yards of velvet are equal in value to 60 of muslin, when 25 of muslin are equal to 16 of calico, 21 of calico to 13 of flannel, 40 of flannel to 27 of linen, $58\frac{1}{2}$ of linen to 28 of silk, and 47 of silk to 35 of velvet?

20 5. Find the proportion in which I must mix goods at 25s. with a cheaper kind at 15s. so that the mixture may be sold at 22s. 6d., thereby gaining 25 per cent.

15 6. (*a*) Given one side of a right-angled triangle and the difference of the hypotenuse and the other side, how can you find the hypotenuse?

(*b*) In finding the area of a rectangle we are told to multiply the length by the breadth. Do we in this instance multiply a concrete quantity by a concrete quantity? Explain briefly as to a class.

(*c*) Demonstrate the rule for finding the area of a trapezoid.

(*d*) The area of a circle is equal to the area of a triangle, the base and height of which agree with certain dimensions of the circle. What are those dimensions?

15 7. The side of a square is 100 ft.; a point is taken inside the square which is distant 60 ft. and 80 ft. respectively from the two ends of a side. Find the areas of the four triangles formed by joining the point to the four corners of the square.

15 8. A railway platform has two of its opposite sides parallel, and its other two sides equal; the parallel sides are 80 ft. and 92 ft. respectively; the equal sides are 10 ft. each. Find the area.

Maximum Marks.

9. Find the area of a regular hexagon, each side of which is 20 feet. 15

10. In the transverse section of a leaden pipe the inner radius is $1\frac{1}{2}$ inches, and the outer radius is $1\frac{9}{16}$ inches; if the pipe be melted and formed into a solid cylinder of the same length as before, find the radius. 15

ENGLISH GRAMMAR AND COMPOSITION.

15th December—9·30 *to* 12·30.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

1. Write the possessive case singular and plural of—Man, ox, baby, hero, staff, and mouse. 16

2. Give the plural number of—Thief, staff, calico, tyro, crisis; and the feminine gender of—Hart, sloven, fox, sire, and friar. 20

3. Explain the following terms:—Attribute to subject, verb of incomplete predication, complement, and indirect object. Give an example of each. 24

4. Define a relative pronoun. Construct three sentences, each containing a relative pronoun. In one of the sentences the relative should be in the nominative case; in another sentence, in the possessive; and in the third, in the objective case. 30

5. Analyse the following sentences, and parse the words printed in italics:— 60

(*a*) *Well* had the *boding* tremblers learned to trace
The day's *disasters* in his morning face.
(*b*) Not to know me argues *yourself* unknown
(*c*) Him *there* they found,
Squat like a toad, close at the ear of Eve.
(*d*) Meantime *our primitive* great sire to meet
His godlike guest walks *forth*.
(*e*) From *my* boyhood up I loved to hear
The tall pine-forests of Apennine.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. *Blest* he, though undistinguished from the *crowd*
By health or dignity, *who* dwells *secure*,
Where man, by nature *fierce*, has laid *aside*
His fierceness, having *learnt*, though slow to learn,
The manners and the arts of civil life.
(*a*) Analyse the above. 30
(*b*) Parse the words printed in italics. 30

2. Make sentences to show that the same word is not always the same part of speech, using the following words:—On, talk, high, but, and light. 20

3. What is meant by adverbial adjuncts? Show by examples the grammatical forms they may take. 16

4. (*a*) Give the language and meaning of the prefixes in—Awake, predict, mistake, apathy, emphatic, assume; and (*b*) the force of the suffixes in—Baker, homage, timid, badly, reading, and kitten. 24

5. Correct the following sentences, and give reasons for the corrections you make:— 30

(*a*) A great and a good man looks beyond time.
(*b*) Can anyone be fully sure that they shall not be deceived.
(*c*) I do not know whom it is I serve.
(*d*) I differ entirely with you, and I disagree to all your propositions.
(*c*) Divide this shilling among you and I.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. *Right* bitter was the agony
That wrung that soldier proud:
Thrice did he *strive* to answer,
And *thrice* he groaned aloud.
Then he gave the riven banner
To the old man's shaking hand,
Saying—"*That* is *all* I bring *ye*
From the *bravest* of the land!
(*a*) Analyse the above. 30
(*b*) Parse the words printed in italics. 30

2. Classify adverbs—(*a*) according to their syntactical force, and (*b*) according to their meaning. 16

3. Distinguish between—Effect and affect, principal and principle, custom and habit, emigrant and immigrant, corporal and corporeal. 20

4. Give the derivation of—Author, fence, belligerent, victuals, cavalry, toast, risible, and calculation. 24

5. Point out anything you consider objectionable in the following sentences, and make any alterations you think necessary, giving reasons:— 30

(*a*) He will dissolve my mystery.
(*b*) Mr. Snip is a professor of the sartorial art.
(*c*) The mayor gave the alderman the cold shoulder.
(*d*) The élite of the town were gathered in the hall.
(*e*) I asked him what he was up to.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

1. These rugged wintry days I *scarce* can bear,
Did I not *know that*, in the early spring,
When wild March winds upon their errands sing,
Thou *would* return, bursting on the still air,
Like those same winds, when *startled* from their lair,
They hunt up violets, and free swift brooks
From icy cares, *even as* thy clear looks
Bid my heart bloom, and sing, and break all care.

30 (*a*) Give a *general* analysis of the above passage.

30 (*b*) Parse the words printed in italics.

18 2. How do gerunds and participles differ from nouns and adjectives?

18 3. Show that other parts of speech besides conjunctions have a connective force.

24 4. Give the derivation of—Climate, gymnastic, athletic, harmony, empyrean, melody, anthem, and scholar.

30 5. Make any alterations in the following sentences that you think necessary, giving reasons for the alterations you make:—

(*a*) He carries bills under his arms which he asks permission to exhibit.
(*b*) The carriage drove round ready packed and loaded and absolutely screaming with delight Lady Juliana sprang into it.
(*c*) We do these things frequently which we regret of afterwards.
(*d*) Mr. Carlyle has taught us that silence is golden in thirty volumes.
(*e*) Guilt is more likely to meet with indulgence than misfortune.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. And Wisdom's *self*
Oft seeks *to* sweet retired solitude;
Where with her best nurse Contemplation
She plumes her feathers, and *lets grow* her wings,
That in the various bustle of resort
Were *all to-ruffl'd* and sometimes impaired.
He that has light within his *own* clear breast
May sit i'the centre and *enjoy* bright day;
But he that hides a dark soul, and foul thoughts,
Benighted walks under the mid-day sun;
Himself is his own dungeon.

20 (*a*) Paraphrase the above passage.

20 (*b*) Parse the words printed in italics.

10 2. Explain the nature and use of the gerund, participle, and infinitive.

12 3. What instructions would you give to a fifth class to enable them to distinguish between the "indirect object" and the "extension of the predicate"?

10 4. From what parts of speech are adverbs derived? Give examples.

18 5. Give a *general* analysis of the following sentence:—A man that has a journey before him, twenty miles in length, which he is to perform on foot, will not hesitate and doubt whether he shall set out or not, because he does not readily conceive how he shall ever reach the end of it; for he knows that by the simple operation of moving one foot forward first, and then the other, he shall be sure to accomplish it.

15 6. Explain and illustrate the following figures of speech:—Synecdoche, hyperbole, and euphemism.

10 7. What are Dr. Blair's rules for preserving the unity of a sentence? Give illustrations.

15 8. Correct anything you see wrong in the following sentences, and give reasons for the corrections made:—

(*a*) What sort of a writer is he?
(*b*) I saw a young and an old man sitting together.
(*c*) A state of affairs of all others the most calamitous.
(*d*) I feel very flattered by your remarks.
(*e*) I heard of him running away.

20 9. Write a short essay on—

(*a*) Castles in the air;
(*b*) Sweet are the uses of adversity; *or*
(*c*) More haste less speed.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Thou hast described
A hot friend cooling: ever note, Lucilius,
When love begins to sicken and decay,
It useth an enforced ceremony.
There are no tricks in plain and simple faith;
But hollow men, like horses hot at hand,
Make gallant show and promise of their mettle;
But when they should endure the bloody spur,
They fall their crests, and, like deceitful jades,
Sink in the trial.

20 Paraphrase the above passage.

15 2. Point out any peculiarities in the grammar of the following sentences:—

(*a*) But ere we could arrive the point proposed.
(*b*) A man no mightier than thyself or me.
(*c*) Answer every man directly . . . . Ay, and truly, you were best.
(*d*) This was the most unkindest cut of all.
(*e*) Being mechanical, you ought not walk.

Maximum Marks.

3. (*a*) What is known as to the date when Julius Cæsar was written? 12
(*b*) Discuss the appropriateness of the title of the play.
(*c*) Name any other of Shakespeare's plays in which reference is made to Cæsar.

4. Give the meaning and derivation of—Loath, rabblement, chopt, swound, tag-rag, fleering, hie, cautelous, rheumy, and hurtled. 15

5. Quote the speech beginning— 10
"But yesterday the word of Cæsar might."

6. Compare the characters of Brutus and Antony in Julius Cæsar, *or* of Frank and Amyas Leigh in "Westward Ho!" 20

7. To what causes does Kingsley ascribe the success of the British sailors in their encounters with the Spaniards? 18

8. Write brief explanations of the following sentences, and state by whom, and under what circumstances, the expressions were used:— 20

(*a*) You took away my mastiff-pup, and now you must needs have my fair greyhound also.
(*b*) Well, go thy ways, old honesty.
(*c*) What a plague of a pragmatical sea-lawyer have we here?
(*d*) Silence, or my allegory will go to noggin-staves.
(*e*) Do eagles war with mice?
(*f*) Shall elephants catch flies?
(*g*) But to read a relation and to act on it are two cocks of very different hackles.
(*h*) Well, a cat may look at a king.

9. Write an essay on the educational value of exhibitions. 20

HISTORY.

15th December—2 to 5 p.m.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

1. Write what you know of the early history of the Moreton Bay Settlement. After whom was each of the following places named:—Logan River, Oxley Creek, Darling Downs, Cunningham's Gap, Brisbane? 18

2. Give a brief sketch of the life of Captain Cook prior to the date of his Australian discoveries. (Third Book, pp. 293-296.) 18

3. What do you know of Sir Thomas Mitchell's explorations? What did he mean by saying that the country he passed through was "of the most varied and fascinating description, and one most favourable for colonization," and that "the reign of solitude in these beautiful regions was near a close" (Fourth Book, p. 306.) 24

4. What historical events are associated with the following places:—King George's Sound, Cooper's Creek, Fowler Bay, Endeavour River, Cape Arnheim, Port Phillip, Houtman's Abrolhos? Give as nearly as you can the positions of those places. 15

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. Why did the Romans invade Britain? Ross's History says that the landing of the Romans took place "on the level strand where the town of Deal now stands." Give as accurately as you can the position of the town of Deal. 10

2. Who were the Bretwaldas? Give their names, and any particulars you may remember of their history. 15

3. Regarding the subjugation of the Britons by the Romans, we read in Ross, page 8, that "It rested upon a crime—a sin which in no clime or region has the providence of the Almighty blessed—the degradation of one class on the pretext of benefiting another. And as the sin so was the retribution." What are the facts that warrant this statement? 18

4. Write a brief sketch of the reign of either Canute *or* Edward the Confessor. 20

5. When and by whom was each of the following kingdoms founded:—Wessex, East Anglia, Sussex, Mercia, Northumbria, Kent? 12

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. Give a brief historical account of England during the absence of Richard I. at the Crusade. 12

2. What do you know of Robert of Normandy, Ralph Flambard, Godfrey of Bouillon, Prince Arthur of Bretagne, Stephen Langton, Hubert de Burgh? 18

3. In Ross (p. 75) there is a paragraph in praise of the domestic government of Edward III. What is meant by the expression "domestic government"? Give the substance of the paragraph referred to. 12

4. Why was Edward I. called the "English Justinian"? Give an account of his wars against Wales. 16

5. Describe the social condition of England during the reign of Stephen. 17

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

15 1. Account as fully as you can for the weakening of the power of the nobles during the reign of Henry VII., and for the despotic power exercised by Henry VIII.

12 2. Trace the descent of Henry VII. from Edward III. What claims to the English throne were advanced by the Yorkist sovereigns?

16 3. Give an account of the campaigns in France under Henry V.

20 4. (*a*) Draw an outline map of England, and on it mark the names, dates, and positions of the chief battles of the Wars of the Roses.
(*b*) State the most important results of these wars.

12 5. What do you know of—Owen Glendower, Henry Hotspur, William Caxton, Margaret of Anjou, Archbishop Scrope, Jack Cade?

For Admission as Teacher of the Third Class.

(Three hours allowed.)

7 1. What do you know of the Hampton Court Conference, the Instrument of Government, Pride's Purge?

7 2. (*a*) What was the League of Augsburg?
(*b*) What causes led to the establishment of the National Debt?

8 3. What reasons can you assign for the growing power of the Commons during the reigns of the early Stuarts?

10 4. Write brief historical notes regarding Lucius Carey, Lord Falkland; James Graham, Marquis of Montrose; Thomas Wentworth, Earl of Strafford; Colonel Algernon Sydney; George Villiers, Duke of Buckingham; and Henry St. John, Lord Bolingbroke?

7 5. Give an account of the formation of the English colonies in North America.

9 6. Describe the dwellings, amusements, and means of travelling during the Stuart period.

9 7. Draw an outline map of England; and on it mark the names, positions, and dates of the battles of the Great Civil War (1642-1649).

8 8. Of the character of William III. it is written—"Compared with him the statesmen who surrounded his throne—the Sunderlands, Godolphins, and Shrewsburys, even the Somerses and Montagues, sink into insignificance." What do you know of the statesmen here referred to?

10 9. Write briefly the history of the interregnum between the flight of James II. and the acceptance of the crown by William and Mary.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

9 1. When were the Triennial and the Septennial Acts passed? Why were they thought necessary? What are the advantages of Septennial Parliaments?

8 2. Give some account of the condition of India immediately preceding the days of Clive.

8 3. What do you know of the origin of Methodism, the Reformation of the Calendar, the Poor Law Bill, the Regency Bill?

9 4. In Ross (page 430) occurs the passage—"Thus the Statute Book of England was purified from many grievous stains; several gross anomalies were rectified, and unfading wreaths of civic glory adorn the busts of Romilly and Mackintosh." Enumerate some of the "gross anomalies" and "grievous stains." What do you know of Sir James Mackintosh?

6 5. Write short historical notes on the following soldiers:—General Elliott, General Abercrombie, Sir John Moore, General Roberts, General Wolseley, and Sir Henry Havelock.

7 6. Trace as concisely as you can the causes that led to the French Revolution of 1789. How did it concern England? Who were the "Girondists" and the "Jacobins"?

9 7. Write brief explanatory notes on the following present-day matters:—The European Concert; Australian Federation; the Cuban Insurrection; and the disturbances in North-west India.

9 8. With reference to the American War of Independence, draw an outline map of the seat of war; and mark on it the names, dates, and positions of the chief battles.

10 9. Referring to the memorandum issued to Queensland teachers, by the Minister for Public Instruction, in connection with the Queen's Diamond Jubilee, sketch the outlines of a suitable address to your pupils.

GEOMETRY.

16*th December*—9·30 *to* 12·30.

DIRECTIONS TO EXAMINEES.—1. Hall and Stevens' symbols may be used. 2. Any letters or figures may be used in the deductions; and any letters except A, B, and C in the book-work. 3. When an answer is shown on more than one page, the figure must be repeated on each page.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks.

1. Define—Plane angle, plane figure, rhombus, trapezium, centre of a circle. 5

2. Give the *converse* of each of the following:— 6
(*a*) If two angles of a triangle be equal, the sides which subtend them are also equal.
(*b*) If one side of a triangle be greater than another, then the angle opposite to the greater side shall be greater than the angle opposite to the less.

3. Enunciate and give the numbers of the propositions in Euclid Book I., 1 to 26, which treat of the equality of triangles. 6

4. If at a point in a straight line two other straight lines, on opposite sides of it, make the adjacent angles together equal to two right angles, then these two straight lines shall be in one and the same straight line. 19

5. If from the ends of a side of a triangle there be drawn two straight lines to a point within the triangle, then these straight lines shall be less than the other two sides of the triangle, but shall contain a greater angle. 20

6. Describe a triangle having its sides equal to three given straight lines, any two of which are together greater than the third. 19

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. Explain—Axiom, postulate, corollary. 5

2. Mention two exceptions to the statement that if three elements of one triangle are respectively equal to three elements of another, the triangles are equal in all respects. 7

3. Show that all the interior angles of any rectilineal figure, together with four right angles, are equal to twice as many right angles as the figure has sides. 7

4. Parallelograms on equal bases, and between the same parallels, are equal in area. 18

5. The complements of the parallelograms about the diagonal of any parallelogram, are equal to one another. 18

6. To a given straight line apply a parallelogram which shall be equal to a given triangle, and have one of its angles equal to a given angle. 20

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Define—Median of a triangle, supplementary angles, gnomon. 5

2. Distinguish between areas that are *identically equal* and those that are *equivalent*. Enunciate the first proposition in which the equality of two areas which cannot be superimposed on each other is considered. 7

3. Explain clearly the mode of demonstration known as the Proof by Exhaustion, illustrating your answer by reference to a proposition in which it is employed. 10

4. Describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given angle. 22

5. If a straight line is bisected and produced to any point, the rectangle contained by the whole line thus produced, and the part of it produced, together with the square on half the line bisected, is equal to the square on the straight line made up of the half and the part produced. 22

6. Give the *enunciation* and *construction* of Euc. II., 14. 9

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Show that Axiom 12 is the converse of Euclid I., 17. Quote Playfair's Axiom which has been proposed to take its place. 5

2. Name and explain two varieties of indirect demonstration, briefly illustrating your answer by reference to Euclid Book I. 6

3. When is a line said to be divided in medial section? Explain what is meant by the internal and external segments of a line. 5

4. Describe a parallelogram equal to a given triangle, and having an angle equal to a given angle. 8

5. If the square described on one side of a triangle be equal to the sum of the squares described on the other two sides, then the angle contained by these two sides shall be a right angle. 8

6. If a straight line is bisected and produced to any point, the rectangle contained by the whole line thus produced, and the part of it produced, together with the square on half the line bisected, is equal to the square on the straight line made up of the half and the part produced. 9

7. If a straight line is divided equally and also unequally, the sum of the squares on the two unequal parts is twice the sum of the squares on half the line and on the line between the points of section. 9

8. Give the construction (without proof) for describing a square equal to a given rectilineal figure. 5

9. Construct a triangle, having given the base, one of the angles at the base, and the sum of the two remaining sides. 10

10. Bisect a given triangle by a line through a given point in one side. 10

For Admission as Teacher of the Second Class.

Three hours allowed.)

Maximum Marks.

3 1. Define—Secant of a circle, angle in a segment, similar segments of circles, cyclic figure, escribed circle of a triangle.

7 2. Show that the enunciations of Euc. II. 5 and 6, when expressed algebraically, give identical results; and hence deduce one enunciation which shall include these two.

5 3. Give (*a*) the dimension of an interior angle, and (*b*) the perimeter of a regular hexagon inscribed in a circle of which the diameter is *n*. Explain how your answers are arrived at.

8 4. On a given straight line describe a segment of a circle which shall contain an angle of 60°.

8 5. Draw a tangent to a circle from a given point without the circumference.

9 6. Describe an isosceles triangle having each of the angles at the base double of the third angle.

8 7. Inscribe a circle in a given regular pentagon.

10 8. Construct a right-angled triangle, having given the hypotenuse and the difference of the other two sides.

7 9. Show that the square on any straight line drawn from the vertex of an isosceles triangle to the base is less than the square on one of the equal sides, by the rectangle contained by the segments of the base.

10 10. Show that the sum of the squares on the sides of a parallelogram is equal to the sum of the squares on the diagonals.

NEEDLEWORK.

16*th December*—9·30 *to* 12·30.

(Three hours allowed.)

For Admission as Pupil-Teacher of the Second Class.

Maximum Marks.

THEORY.

4 1. Give four rules for the width of the first turn in folding hems..

8 2. Give Miss Smith's "Combined Needle and Thimble Drill."

10 3. Give the rule for gathering-stitch—
(*a*) As it is represented on single-thread canvas.
(*b*) As it is worked on calico or other material.
Which way of the stuff is gathering worked? Why?
On what side of the material? Why?
Give a simple device for helping to keep the gathering straight.

8 4. Describe each step in the process of teaching a Second Class to fix and tack a sew-and-fell seam in paper.

PRACTICE.

14 1. From the material supplied, cut out *(half-size)*—
(*a*) The right (or left) half of a pinafore for a child.
(*b*) The necessary bands.

[*N.B.—A sheet of cutting-out paper is supplied for use if desired.*]

18 2. Gather and stroke 4 inches of a suitable part, and set it into a band.

3. On convenient parts of the garment—
10 (*a*) Cut and work a button-hole, one end round, the other square.
8 (*b*) Sew a tape.

20 4. Cut a piece, 2 inches square, from one corner of the garment, and put it on again as a patch. Tack it all, and properly finish half.

For Admission as Pupil-Teacher of the Third Class.

THEORY.

6 1. Describe exactly how the work should be held for—Working a button-hole, stroking, setting-in gathers.

8 2. Mention the faults liable to occur in a flannel patch.

6 3. What various kinds of threads are used for working feather-stitch. Comment *briefly* on the special advantages of each.

10 4. "*Turn down a hem ¾-inch wide, above it fix and tack two tucks, ¼-inch wide and their own width apart.*" Describe each step in the process of teaching a Fifth Class to work this exercise in paper.

PRACTICE.

10 1. From the material supplied, cut out (*half-size*) a sleeve for a woman's chemise.

[*N.B.—A sheet of cutting-out paper is supplied for use if desired.*]

8 2. Join the sleeve by a sew-and-fell seam.

14 3. On the bottom of the sleeve put a false hem on the cross, ½-inch deep, inserting between the false hem and the sleeve the piece of embroidery trimming provided. Work 2 inches, and tack the remainder.

4. On suitable parts of the sleeve—
6 (*a*) Work 2 inches of stitching.
4 (*b*) Work 2 inches of each of two patterns of feather-stitching.
8 (*c*) Mark in cross-stitch the letters M.G.
10 (*d*) Cut and work a button-hole.

10 5. On the stocking-web, cut a hole about ½-inch square, and darn it (common method).

For Admission as Pupil-Teacher of the Fourth Class.

Maximum Marks.

THEORY.

1. Give directions for picking up a ladder— 6
(*a*) In coarse stocking-web.
(*b*) In fine stocking-web.

2. Distinguish between darning and patching. Give *briefly* the fundamental rules to be observed in both processes. 12

3. Upon what particulars (*a*) in hemming, and (*b*) in sewing, is it desirable to concentrate the attention in first lessons on these stitches? 6

4. Distinguish between grafting, Swiss darning, and stocking-web darning. 6

PRACTICE.

1. From the material supplied, cut out *(half-size)*—
(*a*) One leg of a pair of open drawers for a child, allowing for a hem, ½-inch deep, and three tucks, ¼-inch deep. 10
(*b*) A piece for half the waist-band. 3

State the age of the child for whom the drawers are suitable, and the amount of material required to make them.

[*N.B.—A sheet of cutting-out paper is supplied for use if desired.*]

2. Tack the leg for a run-and-fell seam, and work 3 inches of it at the bottom. 8

3. On the bottom tack a hem, ½-inch deep. 3

4. Above the hem fix and tack three tucks, ¼-inch deep. Run half of one. 15

5. Around the open part at the top, fix and tack a false hem on the cross, ½-inch deep. (The piece for the false hem is to have a join in it.) Work 2 inches of the hem. 15

6. Gather and stroke the back, and set it in to the proper part of the band. Tack it all, and properly finish half. 16

For Admission as Teacher of the Third Class.

THEORY.

1. In knitting stockings, on what principle do you decide each of the following points?— 10
(*a*) Number of stitches to cast-on.
(*b*) Number of narrowings or intakes in leg.
(*c*) Length from first to last intake.
(*d*) Length of heel.
(*e*) Length of toe.

2. Mention the most important faults liable to occur in calico, flannel, and print patching respectively. 10

3. Give *briefly* the points for criticism— 10
(*a*) In a button-hole.
(*b*) In a gusset.

PRACTICE.

1. From the material provided, cut out *(half-size)*—
(*a*) A sleeve for a woman's nightdress. 8
(*b*) A wristband for same. 4

[*N.B.—A sheet of cutting-out paper is supplied for use if desired.*]

2. Tack the sleeve for a sew-and-fell seam, and work 1 inch of it at the bottom. 8

3. Join the wristband. 4

4. Gather and stroke that part of the sleeve requiring it, and set the sleeve into the band. Tack it all, and properly finish 3 inches. 16

5. Cut and work a button-hole on the wristband. 10

6. On the sleeve, make a hedge-tear about half-an-inch long in each direction, and darn it. 10

7. On the stocking-web—
(*a*) Let down a ladder about 1 inch long, and properly take it up again. 4
(*b*) Cover a small space with Swiss darning.

For Admission as Teacher of the Second Class.

THEORY.

1. What preliminary steps in the teaching of needlework may with advantage be made the subject of "drills"? Give one such drill under the heads—(*a*) Teacher's command, (*b*) action of children. 10

2. In practical work with pupils, in what stages do you teach?— 9
(*a*) Darning a hole in a stocking (common method).
(*b*) Putting in a flannel patch.
(*c*) Darning a hedge-tear in dress material.

3. What are the common faults of beginners in using a thimble? 4

4. Give directions for arranging the front opening of a nightgown when both an upper and an under false hem are put on. 7

PRACTICE.

1. From the material supplied, cut out (*half-size*)— 14
(*a*) One half, right or left, of a pinafore for a child.
(*b*) The necessary bands.

2. On appropriate parts of it work specimens of—Gathering, stroking, and setting-in; sewing on button; button-hole; stitching; tucks; feather-stitch; knotting. 46

[*N.B.—Marks will be given for industry, and for general finish. A sheet of cutting-out paper is supplied for use if desired.*]

3. The following extract gives instructions for knitting "shell pattern" suitable for shawls, quilts, &c. Work a specimen with the knitting-cotton provided:—"Cast on 25 stitches. *First row:* Knit two together—repeat four times; bring the wool forward and knit one—repeat eight times; knit two together—repeat four times; purl one. *Second row:* Purl. *Third row:* Plain. *Fourth row:* Purl. Cast off." 10

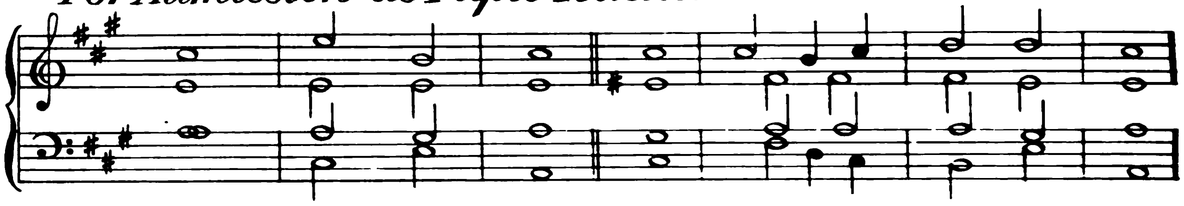
MUSIC

EXAMINATION OF TEACHERS

DECEMBER 1897.

For Admission as Pupil Teacher of the Second Class.

FIG. I.



For Admission as Pupil Teacher of the Third Class.

FIG. II.

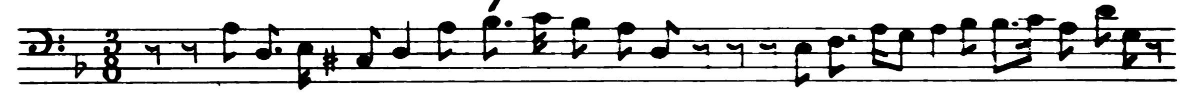


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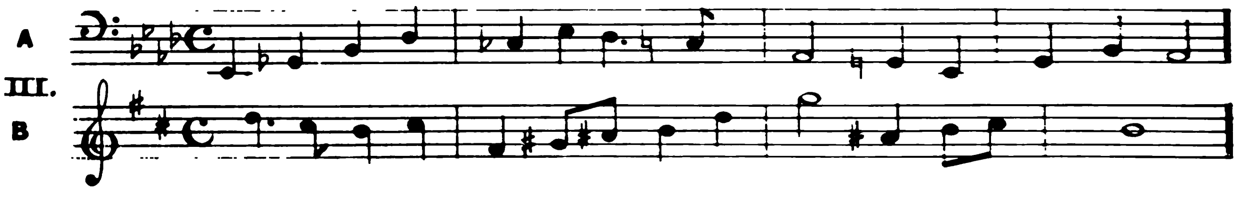
FIG. III.



For Admission as Teacher of the Third Class.

FIG. IV.

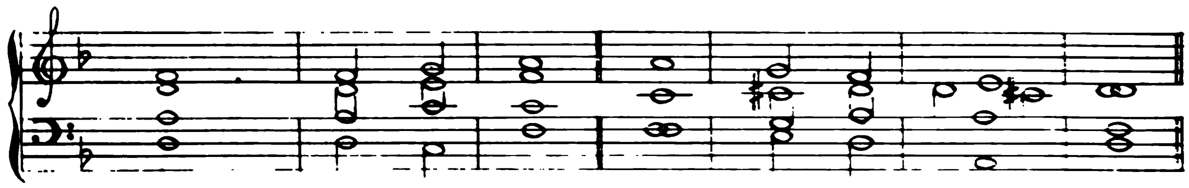
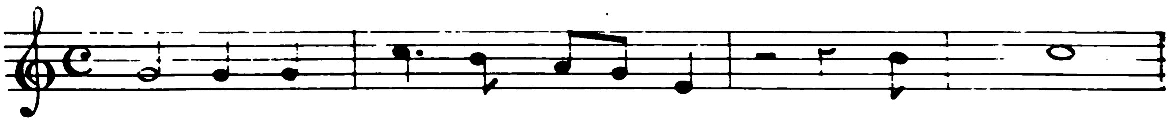


FIG. V.



For Admission as Teacher of the Second Class.

FIG. VI.

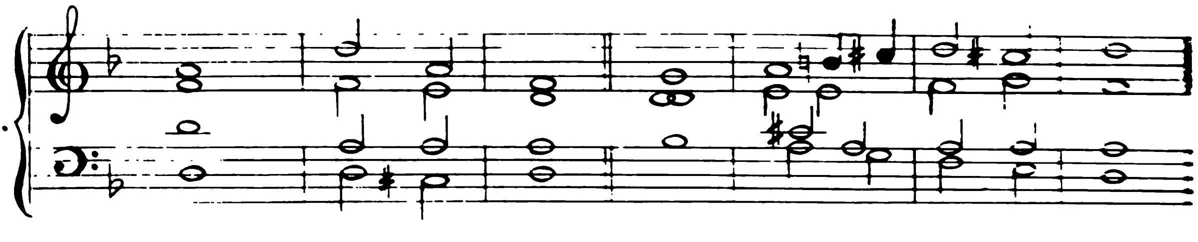
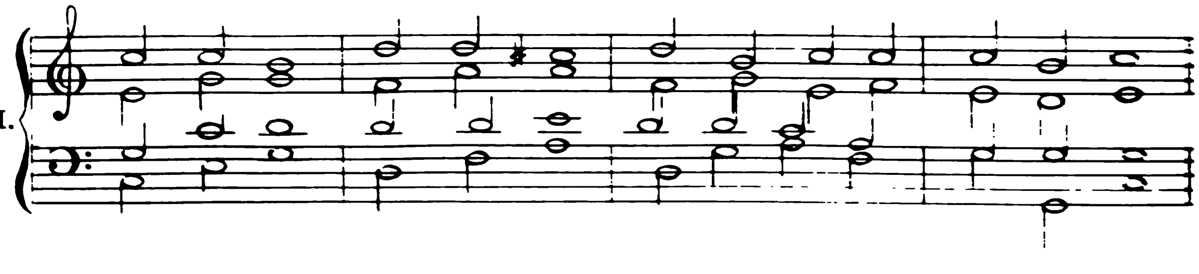


FIG. VII.



MUSIC.

16th December—2 to 5 p.m.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks.

8 1. Define the following musical terms:—Music, rhythm, tonology, clef, leger-line, note, rest, cres. al forte, sforzato, and crescendo.

10 2. How do you account for the superior importance of vocal over instrumental music?

10 3. Describe the three ways in which musical sounds differ from each other.

10 4. (a) Write on a staff the following notes and rests in the order given, and under each write its name:—Dotted semibreve, double-dotted minim, demisemiquaver, dotted crotchet, double-dotted quaver, dotted minim rest, double-dotted crotchet rest, semiquaver rest, dotted quaver rest, and double-dotted semibreve rest.
(b) Give the value in quavers of a dotted semibreve, and of a double-dotted minim; and in semiquavers of a dotted quaver, and of a double-dotted crotchet.

12 5. Write on separate staffs the treble, alto, tenor, and bass of the chant [Fig. I., Music Sheet], and prefix the proper clef to each staff.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

8 1. Explain the nature of Rhythm, and the necessity for regular accentuation.

14 2. (a) Write out in full "Hullah's Table of Time Signatures."
(b) Write on a staff two measures in $\frac{3}{2}$, $\frac{6}{8}$, $\frac{3}{4}$, and $\frac{9}{8}$ rhythm, each measure to contain notes and rests.

10 3. What is Syncopation? Write four measures in $\frac{6}{8}$ rhythm, introducing at least two syncopated passages.

12 4. (a) Distinguish between relative and absolute time.
(b) What is the meaning of Minim = 60?
(c) Render in English the following Italian words:—Adagio, allegro agitato, allegretto, lento, mezzo allegro, andante, vivace, ardito, giusto, and soave.

6 5. Insert bars in the passage [Fig. II., Music Sheet] commencing and ending with a full measure.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

8 1. Write on a staff, in semibreves, the supertonic, subdominant, and submediant on B flat, D, and E flat; and the mediant, dominant, and leading note on A flat, F, and B.

10 2. What are related scales? Show by a diagram the related major and minor scales to E flat major.

6 3. Write on a treble staff the signatures and tonics of the scales with four sharps, and four flats, and on the bass staff the signatures and tonics of the scales with six sharps, and six flats.

12 4. (a) Distinguish between the true form and the commonly assumed form of the minor diatonic scale.
(b) Write on a staff the true form, and also the commonly assumed form of C minor, ascending and descending.

14 5. What is transposition? Transpose the passages A and B [Fig. III., Music Sheet] into D major and G minor respectively.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

6 1. Explain the following musical terms and marks of expression:—Da capo, 8ve, D.S., bis, staccato, legato, sostenuto, diesis, arpeggio, and appogiatura. Illustrate the last two of these—(a) as written, and (b) as played.

4 2. Describe the method of forming scales by means of tetrachords. Illustrate by forming the scales of G and F from the scale of C.

10 3. (a) How is it determined whether a passage of music is in a certain major key or in its relative minor?
(b) Determine the key of the passage [Fig. IV., Music Sheet.]
(c) Transpose it into E minor.

7 4. (a) Explain the meaning and use of "Beating Time," and of "Reading a Musical Passage in Time."
(b) Illustrate the method of beating a bar of the following rhythms:—C, $\frac{3}{2}$, $\frac{3}{8}$ slow, and $\frac{6}{8}$ quick.
(c) Re-write the passage [Fig. V., Music Sheet], and show how it should be read in time.

5 5. (a) What is meant by an interval, a perfect interval, an augmented interval, and the inversion of an interval?
(b) Write on a staff the following intervals, and on another staff their inversions:—A minor sixth, a pluperfect fourth, a minor third, a major seventh, and an imperfect fifth. Under each interval write its name.

Maximum Marks

6. (a) Give the origin of the terms—Diatonic, chromatic, and enharmonic. 10
(b) How is a tone divided in the enharmonic scale? Divide the tone between G and A in the enharmonic scale of C, and distinguish between the two middle notes.
(c) Construct an enharmonic scale upon C, ascending only, and a chromatic scale upon E flat ascending and descending.

7. Describe the "Movable Do system," and show its advantages, and disadvantages, as compared with the "Fixed Do system." 8

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Explain the following musical terms:—Maestoso, strepitoso, ritenuto, chord, harmonics, triad, sequence, pedal note, counterpoint, and fundamental bass. 4

2. (a) Give directions to aid a pupil-teacher in transposition. 5
(b) Transpose the passage [Fig. VI., Music Sheet] into C minor.

3. (a) What is a harmonic chord? Construct one on D. 4
(b) Classify the intervals in it under the heads of consonant and dissonant.

4. Define the term discord, and explain the preparation and resolution of a discord. 6

5. (a) What is the chord of the dominant seventh? Construct such chords in the keys of A and D. 10
(b) Form the chord of the dominant seventh in its four positions, with their resolutions, in the key of C major. Give the abbreviated figuring to each chord.
(c) Show how the full figuring of each inversion is obtained.

6. (a) Explain the term cadence, and the following kinds of cadence:—Perfect, plagal, imperfect, and false. 9
(b) Give an example of each kind in B flat major.

7. (a) What is a suspension? Explain the formation and figuring of the suspended fourth and its first inversion. 6
(b) Give an example of each, with its resolution, in the natural key. Figure the chords.

8. Analyse the passage [Fig. VII., Music Sheet]. 6

SCHOOL MANAGEMENT.

17th December—9·30 to 12·30.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

1. As a specimen of your penmanship, write, in small-hand, the words "*Sound the loud timbrel o'er Egypt's dark sea!*"; form, in plain print, the words "*Siberia*" and "*magnitude*," the former in capitals, the latter in small letters; and write, in small-hand, as a copy for a Fourth Class, the words "*The adventures of Bass and Flinders.*" 50

2. Give some practical hints on Discipline. 12

3. Write out the substance of Gladman's advice on drawing up full notes of a lesson. 13

4. (a) What are the chief characteristics of good reading? 19
(b) How would you proceed in order to secure them?

5. (a) Explain the reason for the ordinary process in simple multiplication, taking 8763 × 567 as an example. 31
(b) Show by drawing lines and by writing down the fractions the value of $\frac{1}{3}$, $\frac{5}{8}$, and $\frac{7}{8}$.
(c) How should young children be taught to add in the earliest stage?

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. As a specimen of your penmanship, write in small-hand, the words "*Praise to the Conqueror! praise to the Lord!*"; form, in ornamental print, the word "*Sennacherib*"; and write, in small-hand, as a copy for a Fifth Class, "*For the angel of death spread his wings on the blast.*"

2. (a) Describe what the teacher's manner should be to the pupils. 15
(b) Mention some of the more important desiderata in the character and habits of the teacher.

3. Draw up teaching notes of a lesson on trade winds for a Sixth Class. 9

4. (a) Give hints and directions for a pupil teacher who is about to give a lesson in Arithmetic. 20
(b) Use a simple diagram to educe the rule of multiplication of Vulgar Fractions. Take as an example, $\frac{3}{4}$ of $\frac{5}{6}$. Explain.

5. State in detail the duty and responsibility of the head teacher in regard to the training of pupil-teachers employed in his school. 6

6. (a) What is lost time? 7
(b) Where and when must the entries of lost time be made?

Maximum Marks.

10 7. Mention Gladman's recommendations for giving an ordinary history lesson.

8 8. (*a*) What do the regulations say with regard to Time Tables?

(*b*) What Arithmetic, Geography, and Grammar are required to be taught to the Fourth Class pupils during the last half-year of their enrolment?

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. As copies for a Sixth Class, write, in small-hand, "*The sleep of the fugitives lasted for several hours*"; and form, in plain print, the words "*Fenimore Cooper*," and, in ornamental print, "*American novelist.*"

11 2. (*a*) Describe briefly the "Madras" system of organization.

(*b*) Point out the advantages and disadvantages of "The Prussian System."

5 3. Specify the considerations that should be kept in view in selecting candidates for the position of pupil-teacher.

9 4. Give the substance of Gladman's remarks on "cultivating teaching power in pupil-teachers," and giving them intellectual training.

12 5. (*a*) Of classification, state (i.) the object and advantages, (ii.) the broad principle, and (iii.) the only sound basis; and comment on them.

(*b*) State which system of classification you prefer, and give your reasons.

8 6. A boys' (or girls') school, having an average attendance of 220 children, needs a new school-house, furniture, and appliances. The staff consists of the head-teacher, two assistants, and three pupil-teachers. Your advice is asked. Describe the building, &c., that you would recommend, under the heads—*Number* and *description* of *rooms*, their *size*, *lighting*, *&c.*, and the needful fittings, furniture, &c., in detail, giving when necessary your reasons for your statements.

10 7. Write down what you remember of the guiding principles for intellectual education, mentioned by Spencer; and comment on them.

8 8. Write a short essay on Cultivating the Memory.

12 9. (*a*) State the principles in accordance with which school prizes, actual and tangible, may be given.

(*b*) Mention the objections which are sometimes made to the employment of tangible rewards.

ALGEBRA.

17*th December*—2 *to* 5 *p.m.*

⁂ All the details of the work must be given.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks.

10 1. Explain and illustrate the difference between "*index*" and "*coefficient*," "*product*" and "*factor*," "*binomial*" and "*trinomial*," "*simple*" and "*compound*" expressions.

10 2. If $a = 8$, $b = 6$, $c = 1$, $x = 9$, $y = 4$, find the value of—

$$\sqrt[3]{\left(\frac{6cy^4}{x^2}\right)} + 2\sqrt{\left(\frac{3a^3}{4b^3}\right)}, \text{ and } \sqrt[3]{(bxy)} - \tfrac{1}{8}b^2 + \frac{8x^2}{b^2y}.$$

8 3. Add together—

$x^3 - 3x^2y + 3xy^2 + y^3$; $5x^3 - 15x^2y + 15xy^2 - 5y^3$; $10x^3 + 10y^3$; $17x^2y - 17xy^2$: and from their sum take away $13x^3 - 39x^2y + 39xy^2 - 13y^3$.

12 4. Multiply—

$7x^2 + 3xy^3 - 4xy$ by $8y + 6xy^2 - x^2y$.

8 5. Reduce to its simplest form—

$$\{2x-(3y-z)\} - \{y+(2x-z)\} + \{3z-(x-2y)\} - \{2x-(y-z)\}.$$

12 6. Divide—

$$x^4 + \frac{1}{x^4} + 4x^2 + \frac{4}{x^2} + 6 \text{ by } x^3 + \frac{1}{x^3} + 3x + \frac{3}{x}.$$

15 7. Verify the following statements by examples:—

(1) $x^n - y^n$ is divisible by $x - y$ if "n" be *any* whole number.

(2) $x^n + y^n$ is divisible by $x + y$ if "n" be *any odd* whole number.

(3) $x^n - y^n$ is divisible by $x + y$ if "n" be *any even* whole number.

(4) $x^n + y^n$ is never divisible by $x + y$ or $x - y$ when "n" is an even whole number.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

3 1. (*a*) Give the general rule for solving any simple equation with one unknown quantity.

15 (*b*) Solve the equations—

(i.) $\dfrac{27 - x}{7} + \dfrac{3x - 4}{5} - \dfrac{5x - 2}{9} = 2.$

(ii.) $\cdot 5x - \cdot\dot{3}x = \cdot 25x - 1.$

(iii.) $3 + \dfrac{x}{4} = \tfrac{1}{2}\left(4 - \dfrac{x}{3}\right) - \tfrac{1}{6} + \tfrac{1}{4}\left(11 - \dfrac{x}{2}\right).$

Maximum Marks.

2. A and B begin to play with equal sums; and when B has lost five-elevenths of what he had to begin with, A has gained £6 more than half of what B has left. What had they at first? 15

3. A person bought 20 yds. of cloth for 10 guineas, for part of which he gave 11s. 6d. a yard, and for the rest 7s. 6d. per yard. How many yards of each did he buy? 15

4. Simplify by removing brackets— 6

$$\tfrac{1}{4}\{a - 5(b - a)\} - \tfrac{3}{2}\left\{\tfrac{1}{3}\left(b - \frac{a}{3}\right) - \tfrac{3}{5}\left[a - \tfrac{3}{4}\left(b - \frac{4a}{5}\right)\right]\right\}$$

5. Simplify the following expressions, and in each result group the terms according to powers of x:— 6

$$x^5 - 4bx^4 - \tfrac{1}{6}\left[12ax - 4\left\{3bx^4 - 9\left(\frac{cx}{2} - bx^5\right) - \tfrac{3}{2}ax^4\right\}\right].$$

6. Find the H.C.F. of— 5

$a^3(x^2 + 12x + 11)$ and $a^2x^2 - 11a^2x - 12a^2$.

7. Find the value of— 10

$$\frac{3}{8(1 - x)} + \frac{1}{8(1 + x)} - \frac{1 - x}{4(1 + x^2)}.$$

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. (*a*) Explain the terms—Simultaneous equations, elimination, reciprocal, involution, and evolution. 10

(*b*) Solve the equations—

(i.) $4x + y = 17$

(ii.) $4y + x = 8$.

2. Solve the equations— 15

$$\frac{1}{x} - \frac{2}{y} + 4 = 0.$$

$$\frac{1}{y} - \frac{1}{z} + 1 = 0.$$

$$\frac{2}{z} + \frac{3}{x} = 14.$$

3. Find the square root of— 5

$$\frac{a^4}{4} + \frac{a^3}{x} + \frac{a^2}{x^2} - ax - 2 + \frac{x^2}{a^2}.$$

4. A and B exchange purses. A has as many half-sovereigns as B has half-crowns, and as many sixpences as B has shillings. Find the ratio of the number of half-sovereigns to the number of sixpences, so that neither may lose by the exchange. 15

5. Find the cube root of— 10

$$x^9 - 3x^8 + 6x^7 - 10x^6 + 12x^5 - 12x^4 + 10x^3 - 6x^2 + 3x - 1.$$

6. (*a*) Give a rule for finding the square of a multinomial, without multiplying the expression by itself. 10

(*b*) Write down, by that rule, the square of—

$1 + 2x - 3x^2$.

7. Resolve into factors—

$5x^4 - 15x^3 - 90x^2$; and 5

$a^3x^2 - c^3x^2 - a^3y^2 + c^3y^2$. 5

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Find the L.C.M. of— 8

$2x^4 - 4x^3 - 6x^2 + 16x - 8$ and $3x^4 - 15x^3 + 60x - 48$.

2. Simplify— 5

$$\frac{2}{x + y} + \frac{2}{x - y} - \frac{4x}{x^2 + y^2} + \frac{4y}{x^2 - y}.$$

3. (*a*) Give a rule for finding the square of any multinomial without multiplying the expression by itself. 6

(*b*) Write down, by that rule, the squares of—

(i.) $2a - 3b + 4c$.

(ii.) $m - n - p - q$.

4. Resolve into elementary factors— 10

$2(a^3 + a^2b + ab^2) - (a^3 - b^3)$; $a^3 - b^3 - 3ab(a - b)$; $a^4 - b^4 + (a^2 - b^2)^2 - 2a^4 + 2a^2b^2$.

5. Find the highest common factor of— 8

$x^3 - 8x + 3$ and $x^6 + 3x^5 + x + 3$.

6. A and B start to run a race: at the end of 5 minutes, when A has run 900 yds., and has outstripped B 75 yards, he falls; but though he loses ground by the accident, and for the rest of the course makes 20 yds. a minute less than before, he comes in only half-a-minute behind B. How long did the race last? 10

7. If $\dfrac{a}{b} = \dfrac{c}{d}$, show that $\dfrac{a + b}{a - b} = \dfrac{c + d}{c - d}$. 6

8. Solve— 6

$$\frac{x - \frac{1}{2}a}{x - \frac{1}{3}a} = \frac{x - 2a}{x - 3a}.$$

Maximum Marks.

6 9. Simplify—

$$\left(\frac{a+b}{a-b}+\frac{a^2+b^2}{a^2-b^2}\right) \div \left(\frac{a-b}{a+b}-\frac{a^3-b^3}{a^3+b^3}\right).$$

5 10. Solve the equations—

$$x^2 + xy + xz = 20.$$
$$y^2 + xy + yz = 30.$$
$$z^2 + xz + yz = 50.$$

5 11. Calculate the numerical value of the expressions—$(x^3 + y^3) + 3xy\,(x + y)$ and $x^3 - y^3 - 3xy\,(x - y)$, when $x = 4{\cdot}5$ and $y = 5{\cdot}5$.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

10 1. Simplify and express with positive indices—

$$\left(\sqrt[5]{\frac{a^{\frac{1}{3}}x^{-2}}{x^{\frac{1}{3}}a^{-2}}} \times \sqrt[3]{\frac{a\sqrt{x}}{x^{-1}\sqrt{a}}}\right)^{-4}; \text{ and}$$

$$\left(\frac{y^{-3}}{x^{\frac{2}{7}}z^{-1}}\right)^{-\frac{3}{2}} \times \left(\frac{y^{\frac{14}{3}}x^{-1}}{z^{-\frac{21}{4}}}\right)^{\frac{2}{7}}.$$

5 2. Divide—

$$\sqrt[3]{x^2} + 2x^{\frac{1}{3}} - 16x^{-\frac{2}{3}} - \frac{32}{x} \text{ by } x^{\frac{1}{3}} + 4x^{-\frac{1}{6}} + \frac{4}{\sqrt{x}}.$$

5 3. Find the square root of—

$$4\sqrt{x^3} - 12\sqrt[4]{(x^3y)} + 25\sqrt{y} - 24\sqrt[4]{\left(\frac{y^3}{x^3}\right)} + 16x^{-\frac{3}{2}}y.$$

Maximum Marks.

4. Explain and illustrate the terms—"pure quadratic," "adfected quadratic." 5

Solve— $\frac{13}{6}x = \frac{5}{2} - x^2$.

5. A cistern can be filled by two pipes running together in 22½ minutes: the larger pipe would fill the cistern in 24 minutes less than the smaller one. Find the time taken by each. 10

6. Define "surd," "quadratic surd," "entire surd." 5

Express as entire surds—

(i.) $\frac{y}{x^n}\sqrt{\frac{x^{2n+1}}{y^3}}$;

(ii.) $\frac{ax}{a-x}\sqrt{\frac{a^2-x^2}{a^2x^2}}$.

7. Rationalise the denominator of— 5

$$\frac{3+\sqrt{6}}{5\sqrt{3} - 2\sqrt{12} - \sqrt{32} + \sqrt{50}}.$$

8. (i.) What is the Binomial Theorem? 10

(ii.) Expand the following expressions—

$(a + x)^7$ and $(a + b - c + d)^5$.

9. Find the sum of the coefficients of $(x + y)^{10}$. 10

10. (1) Give the characteristics of the logarithms of 3174; 625·7; 3·502; ·4; ·374; ·000135; 23·22065. 6

(2) The mantissa of log. 37203 is ·5705780: write down the logarithms of 37·203; ·000037203; 372030000.

(3) The logarithm of 7623 is 3·8821259: write down the numbers whose logarithms are ·8821259; $\bar{6}{\cdot}8821259$; 7·8821259.

11. Given log. 2 = ·3010300 and log. 3 = ·4771213, find the logarithms of 4, 5, 6, 8 and 9. 4

FOR EXAMINATION AS TEACHER OF THE FIRST CLASS, 1897.

BOTANY.

14th December—2 *to* 5.

1. Give an account of the plant cell as regards (i.) the cell-wall and its modifications, (ii.) the non-protoplasmic cell-contents.

2. Describe the structure of a Brown Sea-weed (*Fucaceae*). Point out the leading features of resemblance and difference between it and one of the *Basidiomycetes*, such as *Agaricus*.

3. Give an account of the various functions discharged by the leaf in the economy of the plant.

4. Describe the various stages in the life history of a Fern.

5. Give a general account of the gynæceum or pistil of Angiosperms.

6. Explain the following—(i.) Bulbil; (ii.) capitulum; (iii.) crystalloid; (iv.) pseudocarp; (v.) turgidity.

GERMAN—GRAMMAR.

(Paper I.)

14th December—9·30 *to* 12·30.

1. Give the genitive singular and nominative plural of the following words:—*Fels, Bär, Pfad, Bösewicht, Schmerz, Haut, Bett, Princip.*

2. Give the principal parts of the following verbs:—*Brennen, tragen, stossen, schnauben, rathen, kriechen.*

3. Compare the following adjectives:—*Hoch, alt, wenig:* and form factitives from the following verbs:—*Fahren, schallen, schwimmen.*

4. Distinguish the use of *der* and *welcher* as relatives, of *sein* and *werden* in the passive, and of *wissen* and *kennen.*

5. State, with examples, the various meanings that the verb *sollen* may bear.

6. By what different methods besides the imperative mood may a command be expressed in German?

7. Change the following passage into indirect narration:—

> Ich habe weder essen noch trinken noch schlaffen können, es hat mich an der Kehle gestockt; ich habe gethan was ich nicht thun sollen: . . . ich bin als wie von einem bösen Geist verfolgt gewesen.

8. Translate into idiomatic German—
   - (*a*) A friend of mine.
   - (*b*) Bring me another cup of coffee and some meat.
   - (*c*) I was tenth in the examination, what were you?
   - (*d*) A pound of butter and a pound of good sugar.
   - (*e*) The two Emperors were twice attacked in two and a half days.
   - (*f*) His Majesty asked the soldier to come with him.
   - (*g*) Have you had your boots cleaned?
   - (*h*) Pittacus said that the best house appeared to him that in which neither anything superfluous is found nor anything necessary missed.

FRENCH—GRAMMAR.

(Paper I.)

14th December—9·30 *to* 12·30.

1. Write out in full the Present, the Preterite Definite, and the Preterite Indefinite of the following verbs:—*Coudre, voir vêtir, annoncer, appeler, se taire, naitre, paître.*

2. Distinguish the use of the Imperfect, the Preterite Definite, and the Preterite Indefinite.

3. (*a*) When is *tout*, with an adverbial force, inflected?
   (*b*) When is the masculine form *tous* used with *gens?*
   (*c*) When is *feu* inflected?

4. (*a*) What do the following words mean, as Masculines and as Feminines:—*Aide, enseigne, livre, personne, souris, vase?*
   (*b*) How do the following adjectives vary their meaning accordingly as they are placed before or after a substantive:—*Digne, certain, commun, grand, triste, dernier?*
   (*c*) What difference is there in the use of *plus* and *davantage?*

5. State the rules for the formation of the plural in compound substantives.

6. Describe the phonetic laws according to which French sprang from Vulgar Latin.

7. Translate the following sentences, and point out any peculiarities of idiom:—
   - (*a*) The year begins on the first of January and ends on the thirty-first of December.
   - (*b*) The Duke of York, a prince of the blood.
   - (*c*) It requires three Jews to deceive a Russian.
   - (*d*) Go, my friends, said Napoleon, the ball which will kill me is not yet cast.
   - (*e*) This plant seems to have been confided, by Providence, to the care of man, to secure him, with the use of fire, the sceptre of the earth.
   - (*f*) There are several pages in those manuscripts which are illegible.

CONSTITUTIONAL HISTORY OF ENGLAND.

(Paper I.)

14th December—9·30 *to* 12·30.

Candidates are recommended to answer EIGHT *questions.*

1. Discuss the relative importance of Keltic, Roman, and Teutonic elements in the making of the English nation.

2. What were the chief political and social results of the conversion of the English to Christianity?

3. In what respects was the Feudalism of the Continent different from the Feudalism of England? Explain the importance of the reign of William I. in the history of feudalism.

4. Explain shortly the importance of the reign of Henry II. in the history of the English Constitution.

5. Trace the growth of the English Parliament, and of its powers, during the thirteenth century.

6. Sketch the rise and growth of the Jury System. What do you consider its chief merits and defects at the present time?

7. "For the future Knights of the Shire shall be chosen by people dwelling and resident in the Counties, whereof everyone of them shall have free land or tenement to the value of forty shillings by the year at least." (Statute of 1430.)

"If ye miss to be burgess of Malden, and my Lord Chamberlain will, ye may be in another place; there be a dozen towns in England that choose no burgess, which ought to do it: ye may be set in for one of those towns an ye be friended." (Paston Letters.)

Show the importance of these extracts.

8. In what sense is it right to speak of the rule of Henry VIII. as "a despotism?"

9. Chatham called the Magna Carta the Petition of Right, and the Bill of Rights, "the Bible of the English Constitution.

Explain his meaning.

10. Discuss the position of the Judges in relation to political affairs during the seventeenth century.

11. Characterise the history of the English Constitution during the eighteenth century.

12. What is meant by "local government?" Show its importance in English History.

INORGANIC CHEMISTRY.

(Paper I.)

14th December—9·30 *to* 12·30.

1. What is the composition of the atmosphere? What are the common impurities in it? Why is it considered to be a mechanical mixture?

2. Describe how you would determine the composition of ammonia by volume?

3. What do you understand by the vapour density of a gas? Give examples of so-called abnormal vapour densities. How are these explained?

4. Describe the preparation and properties of Fluorine and of Hydrofluoric Acid. What chemical changes take place when the latter acts upon glass?

5. How many litres of carbon di-oxide, measured at 750 mm. press. and 15°C., can be obtained from 200 grams of marble containing 3 per cent. of silica?

Ca = 40, C = 12, 0 = 16. 1 litre of H weighs ·09 grammes.

6. Describe how you would analyse a mixture of the following salts, in order to identify the bases and acids present:—Mercurous chloride, calcium carbonate, cobalt nitrate, aluminium sulphate, chromic sulphate, magnesium chloride.

7. What are the chief ores of copper? Describe the principal processes used for the extraction of the metal.

8. How do Platinum, Iridium, and Palladium occur in nature, and how are they extracted and separated?

ENGLISH LANGUAGE AND LITERATURE.

(Paper I.)

STRUCTURE AND DEVELOPMENT.

14th December—9·30 *to* 12·30.

1. "Languages would change very rapidly but for certain conservative tendencies that are always active."

Describe fully these conservative tendencies.

2. What reasons are there for supposing that inflections may have originally been independent words?

3. Explain, historically, the underlined forms in the following quotations—

(a) Thou lifts thy unassuming head
In humble guise.

(b) Manners makyth man.

(c) In heaven y-clept Euphrosyne.

(d) A team of horse shall not pluck that from me.

(e) This, all this was in the olden
Time long ago.

(f) What's ado?

4. Compare the characteristics of the Northumbrian and West Saxon dialects in the middle of the 11th Century.

5. What changes took place in English between the Norman Conquest and the middle of the 14th Century?

6. Describe the dialect of London in the 14th Century, and mention the circumstances that secured it supremacy.

7. Give a history of the translations of the scriptures, and discuss the linguistic character and influence of the version of 1611.

8. Trace shortly the variations that prose style has undergone in English.

9. Translate into good modern English, the following passages—

(a) Lordynges, [tha]t be now here,
if ye wille listene and lere
All [th]e story of Inglande
als Robert Mannyng wryten it fand,
& on Inglysch has it schewed,
not for the lerid bot for the lewed,
ffor tho that in this land [e] wone
that the Latyn no Frankys cone,
ffor to haf solace and gamen
In felawschip when thai sitt samen.

(b) Benigne he was, and wonder diligent,
And in aduersitee ful pacient;
And swich he was y-preued ofte sythes.
Ful looth were him to cursen for his tythes,
But rather wolde he yeuen, out of doute,
Vn-to his poure parisshens aboute
Of his offring, and eek of his substaunce.
He coude in litel thing han suffisaunce.

(c) We englysshe men / ben borne vnder the domynacyon of the mone. whiche is neuer stedfaste / but euer wauerynge / wexynge one season / and waneth & dycreaseth another season / And that comyn englysshe that is spoke in one shyre varyeth from a nother. In so moche that in my dayes happened that certayn marchaũtes were in a ship in tamyse for to haue sayled ouer the see into zelande / and for lacke of wynde thei taryed atte forlond. and wente to land for to refreshe them. And one of theym named sheffelde a mercer cam in to an hows and axed for mete. add specyally he axyd after eggys. And the good wyf answerde. that she coude speke no frenshe. And the marchaũt was angry. for he also coude speke no frenshe. but wolde haue hadde egges / and she vnderstode hym not / And thenne at laste a nother sayd that he wolde haue eyren / then the good wyf sayd that she vnderstod him wel.

FRENCH.

(Paper II.)

SPECIFIED CLASSICS.

14th December—2 to 5.

1. Translate—

(a) *Martine.* Vous ne pouviez jamais vous mieux adresser pour rencontrer ce que vous cherchez; et nous avons un homme, le plus merveilleux homme du monde pour les maladies désespérées.

Valère. Hé! de grace, où pouvons-nous le rencontrer?

Martine. Vous le trouverez maintenant vers ce petit lieu que voilà, qui s'amuse à couper due bois.

Lucas. Un médecin qui coupe du bois!

Valère. Qui s'amuse à cueillir des simples, voulez-vous dire?

Martine. Non; c'est un homme extraordinaire qui se plaît à cela, fantasque, bizarre, quinteux, et que vous ne prendriez jamais pour ce qu'il est. Il va vêtu d'une façon extravagante, affecte quelquefois de paroître ignorant, tient sa science renfermée, et ne fuit rien tant tous les jours que d'exercer les merveilleux talents qu'il a eus du ciel pour la médecine.

(b) Vous saurez donc, monsieur, que cette maladie que vous voulez guérir est une feinte maladie. Les médecins ont raisonné là-dessus comme il faut; et ils n'ont pas manqué de dire que cela procédoit, qui du cerveau, qui des entrailles, qui de la rate, qui du foie: mais il est certain que l'amour en est la véritable cause, et que Lucinde n'a trouvé cette maladie que pour se délivrer d'un mariage dont elle étoit importunée. Mais, de crainte qu'on ne nous voie ensemble, retirons-nous d'ici, et je vous dirai en marchant ce que je souhaite de vous.

2. Translate—

(a) Il faut que je parle d'une magistrature qui contribua beaucoup à maintenir le gouvernement de Rome: ce fut celle des censeurs. Ils faisaient le dénombrement du peuple; et de plus, comme la force de la république consistait dans la discipline, l'austérité des mœurs et l'observation constante de certaines coutumes, ils corrigeaient les abus que la loi n'avait pas prévus, ou que le magistrat ordinaire ne pouvait pas punir. Il y a de mauvais exemples qui sont pires que les crimes; et plus d'Etats ont péri parce qu'on a violé les mœurs que parce qu'on a violé les lois. A Rome, tout ce qui pouvait introduire des nouveautés dangereuses, changer le cœur ou l'esprit du citoyen, et en empêcher, si j'ose me sevir de ce terme, la perpétuité, les désordres domestiques ou publics étaient réformés par les censeurs.

(b) Je crois que ce qui perdit surtout Pompée fut la honte qu'il eut de penser qu'en élevant César comme il avait fait il eût manqué de prévoyance. Il s'accoutuma le plus tard qu'il put à cettee idée; il ne se mettait point en défense pour ne point avouer qu'il se fût mis en danger; il soutenait au sénat que César n'öserait faire la guerre; et, parce qu'il l'avait dit tant de fois, il le redisait toujours.

(c) Il n'y a point de plus cruelle tyrannie que celle que l'on exerce à l'ombre des lois et avec les couleurs de la justice, lorsqu'on va pour ainsi dire noyer des malheureux sur la planche même sur laquelle ils s'étaient sauvés.

3. Translate—

(a) Stralsund, ville devenue fameuse en Europe par le siège qu'y soutint le roi de Suède, est la plus forte place de la Poméranie: elle est bâtie entre la mer Baltique et le lac de Franken, sur le détroit de Gella; on n'y peut arriver de terre que sur une chaussée étroite, défendue par une citadelle et par des retranchements qu'on croyait inaccessibles. Elle avait une garnison de près de neuf mille hommes, et de plus le roi de Suède lui-même. Les rois de Danemark et de Prusse entreprirent ce siège avec une armée de trente-six mille hommes, composée de Prussiens, de Danois et de Saxons.

(b) Tout les écrivains suédois disent qu'ils auraient gagné la bataille si on n'avait point fait de fautes; mais tous les officiers prétendent que c'en était une de la donner, et une plus grande encore de s'enfermer dans des pays perdus, malgré l'avis des plus sages, contre un ennemi aguerri, trois fois plus fort que Charles XII., par le nombre d'hommes, et par les ressources qui manquaient aux Suédois. Le souvenir de Narva fut la principale cause du malheur de Charles à Pultawa.

(c) Ce dernier effort était l'éclat d'un feu qui s'éteint. Ses troupes, assemblées à la hâte, étaient des Polonais prêts à l'abandonner à la première disgrâce, des recrues de Saxons qui n'avaient point encore vu de guerres, des Cosaques vagabonds, plus propres à dépouiller des vaincus qu'à vaincre; tous tremblaient au seul nom due roi de Suède.

Translate—

(a) Ce navire était surtout un récipient, et, comme tout bâtiment plutôt armé en marchandise qu'en guerre, il était exclusivement disposé pour l'arrimage. Il admettait peu de passagers. Le transport du bétail rendait l'arrimage difficile et très-particulier. On arrimait alors les bœufs dans la cale, ce qui était une complication. Aujourd'hui on les arrime sur l'avantpont. Les tambours du Devil-Boat Lethierry étaient peints en blancs, la coque, jusqu'à la ligne de flottaison, en couleur de feu, et tout le reste du navire, selon la mode assez laide de ce siècle, en noir.

(b) La mer était moins dormante sous la brume. On y entrevoyait quelques lames. Des lumières glacées flottaient à plat sur l'eau. Ces plaques de lueur sur la vague préoccupent les marins. Elles indiquent des trouées faites par le vent supérieur dans le plafond de brume. La brume se soulevait, et retombait plus dense. Parfois l'opacité était complète. Le navire était pris dans une vraie banquise de brouillard. Par intervalles ce cercle redoutable s'entr'ouvrait comme une tenaille, laissait voir un peu d'horizon, puis se refermait.

(c) A l'aide de sa pince et de sa tenaille, et en se servant de son ciseau comme d'un tournevis, il entreprit de démonter lef deux roues du navire; il y parvint. On n'a pas oublié que ce démontage était exécutable; c'était une particularité de la construction de ces roues. Les tambours qui les avaient couvertes les emballèrent; avec les planches des tambours. Gilliatt charpenta et menuisa deux caisses où il déposa, pièce à pièce, les deux roues soigneusement numérotées.

(d) Les cailloux étaient lavés de frais. La profonde chanson des arbres était chantée par des oiseaux nés d'hier. Il est probable que leur coquille d'œuf cassée par leur petit bec était encore dans le nid. Des essais d'ailes bruissaient dans le tremblement des branches. Ils chantaient leur premier chant, ils volaient leur premier vol.

GERMAN.

(Paper II.)

SPECIFIED CLASSICS.

14th December—2 to 5.

1. Translate—

(*a*) Vorigen Winter ging ich in der Dämmerung an dem Kanale, und hörte etwas winſeln. Ich ſtieg herab, und griff nach der Stimme, und glaubte ein Kind zu retten, und zog einen Pudel aus dem Waſſer. Auch gut; dachte ich. Der Pudel kam mir nach; aber ich bin kein Liebhaber von Pudeln. Ich jagte ihn fort, umſonſt; ich prügelte ihn von mir, umſonſt. Ich ließ ihn des Nachts nicht in meine Kammer; er blieb vor der Thür auf der Schwelle. Wo er mir zu nahe kam, ſtieß ich ihn mit dem Fuße; er ſchrie, ſah mich an, und wedelte mit dem Schwanze. Noch hat er keinen Biſſen Brot aus meiner Hand bekommen; und doch bin ich der einzige, dem er hört und der ihn anrühren darf. Er ſpringt vor mir her, und macht mir ſeine Künſte unbefohlen vor. Es iſt ein häßlicher Pudel, aber ein gar zu guter Hund. Wenn er es länger treibt, ſo höre ich endlich auf, den Pudeln gram zu ſein.

(*b*) Laß mich nicht von dir glauben, daß du nicht ſo wohl das Metier, als die wilde liederliche Lebensart liebſt, die unglücklicherweiſe damit verbunden iſt. Man muß Soldat ſein für ſein Land; oder aus Liebe zu der Sache, für die gefochten wird. Ohne Abſicht heute hier, morgen da dienen, heißt wie ein Fleiſcherknecht reiſen, weiter nichts.

(*c*) Ich werde nicht ganz ohne Schutz ſein, wenn ich ſchon die Ehre des Ihrigen ausſchlagen muß. So viel muß mir immer noch werden, als die Not erfordert. Ich habe mech bei unſerm Geſandten melden laſſen. Er will mich noch heute ſprechen. Hoffentlich wird er ſich meiner annehmen.

2. Translate—

(*a*) Wirf einen Blick auf die natürlichen und künſtlichen Produkte aller Welttheile, betrachte, wie ſie wechſelweiſe zur Nothdurft geworden ſind! Welch' eine angenehme geiſtreiche Sorgfalt iſt es, alles, was in dem Augenblicke am meiſten geſucht wird und doch bald fehlt, bald ſchwer zu haben iſt, zu kennen, jedem, was er verlangt, leicht und ſchnell zu verſchaffen, ſich vorſichtig in Vorrath zu ſetzen und den Vortheil jedes Augenblickes dieſer großen Cirkulation zu genießen! Dies iſt, dünkt mich, was jedem, der Kopf hat, eine große Freude machen wird.

(*b*) One irgend eine hervorſtechende Leidenſchaft war Hamlet's Liebe zu Ophelien ein ſtilles Vorgefühl ſüßer Bedürfniſſe; ſein Eifer zu ritterlichen Uebungen war nicht ganz original; vielmehr mußte dieſe Luſt durch das Lob, das man dem Dritten beilegte, geſchärft und erhöht werden; rein fühlend kannte er die Redlichen, und wußte die Ruhe zu ſchätzen, die ein aufrichtiges Gemüth an dem offenen Buſen eines Freundes genießt. Bis auf einen gewiſſen Grad hatte er in Künſten und Wiſſenſchaften das Gute und Schöne erkennen und würdigen gelernt; das Abgeſchmackte war ihm zuwider, und wenn in ſeiner zarten Seele der Haß aufkeimen konnte, ſo war es nur ebenſo viel, als nöthig iſt, um bewegliche und falſche Höflinge zu verachten und ſpöttiſch mit ihnen zu ſpielen. Er war gelaſſen in ſeinem Weſen, in ſeinem Betragen einfach, weder im Müßiggange behaglich, noch allzubegierig nach Beſchäftigung. Ein akademiſches Hinſchlendern ſchien er auch bei Hofe fortzuſetzen.

(*c*) Bei Oratorien und Konzerten ſtört uns immer die Geſtalt des Muſikus; die wahre Muſik iſt allein für's Ohr; eine ſchöne Stimme iſt das Allgemeinſte, was ſich denken läßt, und indem das eingeſchränkte Individuum, daß ſie hervorbringt, ſich vor's Auge ſtellt, zerſtört es den reinen Effekt jener Allgemeinheit. Ich will jeden ſehen, mit dem ich reden ſoll, denn es iſt ein einzelner Menſch, deſſen Geſtalt und Charakter die Rede werth oder unwerth macht; hingegen wer mir ſingt, ſoll nnſichtbar ſein; ſeine Geſtalt ſoll mich nicht beſtechen oder irre machen. Hier ſpricht nur ein Organ zum Organe, nicht der Geiſt zum Geiſte, nicht eine tauſendfältige Welt zum Auge, nicht ein Himmil zum Menſchen.

3. Translate—

(*a*) Vergebens widerſtreben wir dem König,
Die Welt gehört ihm; wollen wir allein
Uns eigenſinnig ſtreifen und verſtocken,
Die Länderkette ihm zu unterbrechen,
Die er gewaltig rings um uns gezogen?
Sein ſind die Märkte, die Gerichte, ſein
Die Kaufmannsſtraßen, und des Saumroß ſelbſt,
Das auf dem Gottbard ziehet, muß ihm zollen.
Von ſeinen Ländern wie mit einem Netz.
Sind wir umgarnet rings und eingeſchloſſen.

(*b*) Oeffnet die Gaſſe—Friſch, was zauderſt Du?
Dein Leben iſt verwirkt, ich kann Dich töten;
Und ſieh', ich lege gnädig Dein Geſchick
In Deine eigne kunſtgeübte Hand.
Der kann nicht klagen über harten Spruch,
Den man zum Meiſter ſeines Schickſals macht.
Du rühmſt Dich Deines ſichern Blicks. Wohlan!
Hier gilt es, Schütze, Deine Kunſt zu zeigen;
Das Ziel iſt würdig, und der Preis iſt groß!
Das Schwarze treffen in der Scheibe, das
Kann auch ein Andrer; der iſt mir der Meiſter,
Der ſeiner Kunſt gewiß iſt überall,
Dem's Herz nicht in die Hand tritt, noch in's Auge.

4. Translate—

(*a*) Ich rathe aber Jedem, der auf der Spitze des Ilsensteins steht, weder an Kaiser und Reich, noch an die schöne Ilse, sondern blosz an seine Füsse zu denken. Denn als ich dort stand, in Gedanken verloren, hörte ich plötzlich die unterirdische Musik des Zauberschlosses, und ich sah, wie sich die Berge ringsum auf die Köpfe stellten, und die rothen Ziegeldächer zu Ilsenburg aufingen zu tanzen, und die grünen Bäume in der blauen Luft herum flogen, dasz es mir blau und grün vor den Augen wurde, und ich sicher, vom Schwindel erfasst, in den Abgrund gestürzt wäre, wenn ich mich nicht in meiner Seelennoth ans einserne Kreuz festgeklammart hätte.

(*b*) Die Armuth in Gesellschaft des Lasters und des Verbrechens schleicht erst des Abends aus ihren Schlupfwinkeln. Sie scheut das Tageslicht um so ängstlicher, je grauenhafter ihr Elend kontrastiert mit dem Uebermuthe des Reichthums, der überall hervorprunkt; nur der Hunger treibt sie manchmal um Mittagszeit aus dem dunkeln Gässchen, und da steht sie mit stummen, sprechenden Augen und starrt flehend empor zu dem reichen Kaufmann, der geschäftig-geldklimpernd vorübereilt, oder zu dem müszigen Lord, der wie ein satter Gott auf hohem Ross einherreitet und auf das Menschengewühl unter ihm dann und wann einen gleichgültig vornehmen Blick wirft, als wären es winzige Ameisen, oder doch nur einen Haufen niedriger Geschöpfe, deren Lust und Schmerz mit seinen Gefühlen Nichts gemein hat.

(*c*) Nichts ist thörichter als die Geringschätzung Goethe's zu Gunsten des Schiller, mit welchem man es keineswegs ehrlich meinte, und den man von jeher pries, um Goethe herabzusetzen. Oder wusste man wirklich nicht, das jene hochgerühmten, hochidealischen Gestalten, jene Altarbilder der Tugend und Sittlichkeit, die Schiller aufgestellt, weit leichter zu verfertigen waren als jene sündhaften, kleinweltlichen Wesen, die uns Goethe in seinen Werken erblicken lässt?

EXAMINATION FOR GRAMMAR SCHOOL SCHOLARSHIPS, 1897.

GEOGRAPHY.

14*th December*—9·30 *to* 12·30.

⁂ The maps must be as large as the foolscap page will admit. Each should have a sheet to itself; and the long way of the map should be the long way of the paper.

Maximum Marks.

12 1. Draw a map to show the outline of Great Britain, Ireland, and the principal islands adjacent; the counties Sligo, Monmouth, and Dumbarton; the towns Birkenhead, Clonmel, and Paisley; the Downs, the river Bann, Loch Maree, and the Lowther Hills.

12 2. Draw a map of New Zealand, to show the outline of the North Island, the South Island, and Stewart Island, Capes Turnagain and Foulwind, Mount Edgecumbe, the Ninety-mile Beach, Mahia Peninsula, Lakes Taupo and Wakatipu, and the towns Greymouth, Oamaru, and Onehunga.

10 3. Give the situation of the following towns as accurately as you can, and tell anything else you know about them:—Cunnamulla, Springsure, Maytown, Goodna, Hughenden, Gayndah, Herberton, Tambo, Texas, and Birdsville. Name those of them that are on a railway.

10 4. Write notes of three or four lines each on any five of the following subjects, to show that you understand their bearing on the industrial geography of Australia:—Artesian Wells, Meat Export, Irrigation, Sheepshearing, Black Labour, Central Sugar Mills, Butter and Cheese Factories.

10 5. Give the length, breadth, area, latitude and longitude, and length of coast-line of Australia; describe in a general way its mountains and tablelands, and its river systems; and say what is being done in it in the way of agriculture.

10 6. Make groups of dots to show how the following Islands are arranged, and where they lie from one another as to direction and relative distance:—Sandwich, Caroline, Pitcairn, Easter, Samoa, Marshall, Fiji, New Caledonia, Norfolk, Society. Take a whole page to do this. Name the groups. Draw the Equator.

7 7. Set down in an orderly way what you know about the geography of Sumatra.

6 8. (*a*) Describe the climate of Queensland generally, distinguishing between the inland regions and the coast regions, and between the north and the south in respect of heat and cold, wetness and dryness, and summer and winter.

8 (*b*) Illustrate your remarks by comparing the climates of—(i.) Brisbane and Cairns, (ii.) Cairns and Herberton, and (iii.) Brisbane and Toowoomba.

15 9. What, where, and for what noted are—Dogger Bank, Vladivostock, Monte Carlo, Nassau, Giant's Causeway, Armenia, Victoria Falls, Valentia, Trossachs, Gulf Stream?

100 TOTAL.

ARITHMETIC.

14*th December*—2 *to* 5 *p.m.*

⁂ All the details of the work must be given, and each answer should be indicated plainly.

Maximum Marks.

10 1. Explain the terms—Addition, subtraction, multiplication, division, notation, numeration, factor, prime number, local value of a digit. Give examples to illustrate your explanations.

9 2. (*a*) The sides of a rectangle are in the proportion of 4 to 5, and the area is 180 sq. ft. Find the sides.

9 (*b*) A rectangle is 15 ft. by 12 ft.; show that a circle of the same area as the rectangle has a smaller perimeter.

9 (*c*) In a circle of radius 10 feet, find the length of an arc of 5° 18′ 12″ within an inch.

10 (*d*) Let ABC be an equilateral triangle whose side is one foot. Bisect BC in D. Produce AD to E so that AE shall be equal to AB. Join BE. Find the length of BE.

7 3 (*a*) Explain—Interest, discount, simple interest, compound interest, rate of interest, bill, promissory note.

10 (*b*) What is the principal, if the simple interest at 8 per cent. for $2\frac{3}{4}$ years is £16 19s. 7d.?

12 (*c*) Find the compound interest, correct within a penny, on £3,675 for 2 years at 5 per cent. per annum, payable half-yearly, working in pounds and decimals of a pound, and finally showing the answer in £ s. d. [*Only half marks will be given if the sum is not worked by decimals.*]

8 4. (*a*) Explain—Vulgar fraction, decimal fraction, common denominator, terminating decimal, recurring decimal.

10 (*b*) Explain what you are doing when you—
(i.) Divide £27 by £6;
(ii.) Divide 6 by 27; and
(iii.) Divide a quarter of an inch by half-an-inch.

[*Shape your answers in the form "I am finding so and so."*]

Maximum Marks.

(*c*) Simplify— **10**

$$\frac{7}{11} \text{ of } \frac{\frac{12}{7} - \frac{9}{13} - \frac{1}{27}}{\frac{1}{2} + \frac{1}{11} - \frac{5}{6}} \text{ of } (3\tfrac{2}{5} \div \tfrac{1}{2} - 2\tfrac{1}{10}).$$

(*d*) Express as recurring decimals the square of $\cdot\dot{5}$ and the square root of $\cdot 58\dot{7}$. **12**

5. (*a*) Find by the method of Practice the interest on £783 17s. 6d. for a year, at £5 12s. 10½d. per cent. per annum. **12**

(*b*) Prove your answer by multiplying the principal by the rate and dividing by a hundred, *working by decimals.* **12**

6. Two men do half of a piece of work in 5 days, and then one of the two alone finishes it in 8 days more. How long would the other man alone take to do the whole work? **10**

TOTAL **150**

ENGLISH GRAMMAR AND COMPOSITION.

15*th December*—9·30 *to* 12·30.

Maximum Marks.

1. Give examples of the formation of abstract nouns from adjectives, verbs, and nouns; show how the apostrophe is used in the possessive case; and explain how *thou*, *you*, and *ye* are used, giving examples. **15**

2. Show the conjugation of the verb *to call*, through all its moods and tenses, active and passive, according to the scheme which you have been taught. In the tenses that are conjugated by number and person, show only the second person singular. **15**

3. Analyse the following sentence:—I do not think I should have gone with him had I known who he was; but, you see, I did not, and I do not suppose it matters much now. **16**

4. Parse the words in italics in the following sentence:— **20**

How small, of all that human hearts *endure*,
That part that laws or kings can cause or *cure*.

[*The parsing must be full, and the dependence of the words shown; but the syntax rules need not be quoted.*]

5. As an exercise in composition, write out the substance of one of the following lessons from the Fifth Reading Book:— **21**

The Condor of the Andes.
Young Lochinvar.
Ventilation.

[*One third of the marks will be allotted according to the fulness of the matter; another third for the composition; and the remaining third for grammar, punctuation, spelling, neatness, and general merit. The exercise should fill about a page of your paper.*]

6. Find the words of Latin derivation in the following passage, and give their roots. [*Full marks for eight*]:— **15**

> So uniform is the level, in the plain of the Upper Amazon especially, that many of its tributaries are interlaced with it and with one another by a network of mazy channels, or water-paths, with the intricate navigation of which the natives alone are acquainted. So narrow are these water-paths in many places that the branches of the lofty trees meet overhead and form a canopy, which, for miles together, shelters the traveller in his canoe from the noon-day sun. Here and there, a glimpse of the sky may be obtained through the thick foliage; while birds of gay plumage flit to and fro enjoying the cool shade, or sit on the branches trimming their feathers, and uttering strange and varied cries.

7. (*a*) What is the usual arrangement of the words of a sentence in English? **15**

(*b*) Make or quote five sentences in which that arrangement is departed from in various ways for good reasons, and give the reason in each case.

8. Point out what is wrong in the following sentences, and make the necessary corrections:— **15**

His conduct evinced the most extreme vanity.
I found not one on whom I could confide.
One should be careful of their words.
His hair is growing gray, except where it is bald.
I strongly advised him not to leave Australia in my letter.

9. Peace to the ashes of the good and brave!
They rest, secure of change, whate'er betide,
Beneath the soil they lived to grace and save.

(*a*) In what case is "peace"? **12**
What does "ashes" mean here? Why is "ashes" used in this sense?
Distinguish between "good" and "brave."
"They rest": who rest? What is the idea of "rest" here?
What does "secure of change" mean?
What is the meaning of "betide"? Parse it.
What is the objective governed by "grace" and "save"?
Connect the idea of "to grace and save" with "the good and brave," showing how the phrases fit.

(*b*) After these explanations, write out the passage in your own words, so as to show that you understand it. **6**

TOTAL **150**

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1899.

QUEENSLAND.

TWENTY-THIRD REPORT

OF THE

SECRETARY FOR PUBLIC INSTRUCTION,

FOR THE YEAR

1898.

PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND.

BRISBANE:
BY AUTHORITY: EDMUND GREGORY, GOVERNMENT PRINTER, WILLIAM STREET.
1899.

GERMAN.

(PAPER II.)

SPECIFIED CLASSICS.

14th *December*—2 to 5.

1. Translate—

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(*b*) Laß mich nicht von dir glauben, daß du nicht ſo wohl das Metier, als die wilde liederliche Lebensart liebſt, die unglücklicherweiſe damit verbunden iſt. Man muß Soldat ſein für ſein Land; oder aus Liebe zu der Sache, für die gefochten wird. Ohne Abſicht heute hier, morgen da dienen, heißt wie ein Fleiſcherknecht reiſen, weiter nichts.

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2. Translate—

(*a*) Wirf einen Blick auf die natürlichen und künſtlichen Produkte aller Welttheile, betrachte, wie ſie wechſelweiſe zur Nothdurft geworden ſind! Welch' eine angenehme geiſtreiche Sorgfalt iſt es, alles, was in dem Augenblicke am meiſten geſucht wird und doch bald fehlt, bald ſchwer zu haben iſt, zu kennen, jedem, was er verlangt, leicht und ſchnell zu verſchaffen, ſich vorſichtig in Vorrath zu ſetzen und den Vortheil jedes Augenblickes dieſer großen Cirkulation zu genießen! Dies iſt, dünkt mich, was jedem, der Kopf hat, eine große Freude machen wird.

(*b*) Ohne irgend eine hervorſtechende Leidenſchaft war Hamlet's Liebe zu Ophelien ein ſtilles Vorgefühl ſüßer Bedürfniſſe; ſein Eifer zu ritterlichen Uebungen war nicht ganz original; vielmehr mußte dieſe Luſt durch das Lob, das man dem Dritten beilegte, geſchärft und erhöht werden; rein fühlend kannte er die Redlichen, und wußte die Ruhe zu ſchätzen, die ein aufrichtiges Gemüth an dem offenen Buſen eines Freundes genießt. Bis auf einen gewiſſen Grad hatte er in Künſten und Wiſſenſchaften das Gute und Schöne erkennen und würdigen gelernt; das Abgeſchmackte war ihm zuwider, und wenn in ſeiner zarten Seele der Haß aufkeimen konnte, ſo war es nur ebenſo viel, als nöthig iſt, um bewegliche und falſche Höflinge zu verachten und ſpöttiſch mit ihnen zu ſpielen. Er war gelaſſen in ſeinem Weſen, in ſeinem Betragen einfach, weder im Müßiggange behaglich, noch allzu begierig nach Beſchäftigung. Ein akademiſches Hinſchlendern ſchien er auch bei Hofe fortzuſetzen.

(*c*) Bei Oratorien und Konzerten ſtört uns immer die Geſtalt des Muſikus; die wahre Muſik iſt allein fürs Ohr; eine ſchöne Stimme iſt das Allgemeinſte, was ſich denken läßt, und indem das eingeſchränkte Individuum, daß ſie hervorbringt, ſich vors Auge ſtellt, zerſtört es den reinen Effekt jener Allgemeinheit. Ich will jeden ſehen, mit dem ich reden ſoll, denn es iſt ein einzelner Menſch, deſſe Geſtalt und Charakter die Rede werth oder unwerth macht; hingegen wer mir ſingt, ſoll unſichtbar ſein; ſeine Geſtalt ſoll mich nicht beſtechen oder ir machen. Hier ſpricht nur ein Organ zum Organe, nicht der Geiſt zum Geiſte, nicht eine tauſendfältig Welt zum Auge, nicht ein Himmel zum Menſchen.

3. Translate—

(*a*) Vergebens widerſtreben wir dem König,
Die Welt gehört ihm; wollen wir allein
Uns eigenſinnig ſteifen und verſtocken,
Die Länderkette ihm zu unterbrechen,
Die er gewaltig rings um uns gezogen?
Sein ſind die Märkte, die Gerichte, ſein
Die Kaufmannsſtraßen, und des Saumroß ſelbſt,
Das auf dem Gotthard ziehet, muß ihm zollen.
Von ſeinen Ländern wie mit einem Netz.
Sind wir umgarnet rings und eingeſchloſſen.

(*b*) Oeffnet die Gaſſe—Friſch, was zauderſt Du?
Dein Leben iſt verwirkt, ich kann Dich töten;
Und ſieh', ich lege gnädig Dein Geſchick
In Deine eigne kunſtgeübte Hand.
Der kann nicht klagen über harten Spruch,
Den man zum Meiſter ſeines Schickſals macht.
Du rühmſt Dich Deines ſichern Blicks. Wohlan!
Hier gilt es, Schütze, Deine Kunſt zu zeigen:
Das Ziel iſt würdig, und der Preis iſt groß!
Das Schwarze treffen in der Scheibe, das
Kann auch ein Andrer; der iſt mir der Meiſter,
Der ſeiner Kunſt gewiß iſt überall,
Dem's Herz nicht in die Hand tritt, noch in's Auge.

4. Translate—

(*a*) Ich rathe aber Jedem, der auf der Spitze des Ilsensteins steht, weder an Kaiser und Reich, noch an die schöne Ilse, sondern blosz an seine Füsse zu denken. Denn als ich dort stand, in Gedanken verloren, hörte ich plötzlich die unterirdische Musik des Zauberschlosses, und ich sah, wie sich die Berge ringsum auf die Köpfe stellten, und die rothen Ziegeldächer zu Ilsenburg aufingen zu tanzen, und die grünen Bäume in der blauen Luft herum flogen, dasz es mir blau und grün vor den Augen wurde, und ich sicher, vom Schwindel erfasst, in den Abgrund gestürzt wäre, wenn ich mich nicht in meiner Seelennoth ans einserne Kreuz festgeklammart hätte.

(*b*) Die Armuth in Gesellschaft des Lasters und des Verbrechens schleicht erst des Abends aus ihren Schlupfwinkeln. Sie scheut das Tageslicht um so ängstlicher, je grauenhafter ihr Elend kontrastiert mit dem Uebermuthe des Reichthums, der überall hervorprunkt; nur der Hunger treibt sie manchmal um Mittagszeit aus dem dunkeln Gässchen, und da steht sie mit stummen, sprechenden Augen und starrt flehend empor zu dem reichen Kaufmann, der geschäftig-geldklimpernd vorübereilt, oder zu dem müszigen Lord, der wie ein satter Gott auf hohem Ros einherreitet und auf das Menschengewüh unter ihm dann und wann einen gleichgülti vornehmen Blick wirft, als wären es winzig Ameisen, oder doch nur einen Haufen niedrige Geschöpfe, deren Lust und Schmerz mit seine Gefühlen Nichts gemein hat.

(*c*) Nichts ist thörichter als die Geringschätzung Goethe's zu Gunsten des Schiller, mi welchem man es keineswegs ehrlich meinte und den man von jeher pries, um Goethe herabzusetzen. Oder wusste man wirklich nicht das jene hochgerühmten, hochidealische Gestalten, jene Altarbilder der Tugend un Sittlichkeit, die Schiller aufgestellt, wei leichter zu verfertigen waren als jene sündhaften, kleinweltlichen Wesen, die uns Goeth in seinen Werken erblicken lässt?

INORGANIC CHEMISTRY.

(PAPER II.)

14th December—2 to 5.

1. Describe how you would experimentally prove the composition of water by weight and by volume.

2. What do you understand by the terms acid, base, and salt? Illustrate your answer by examples. Give examples of various types of salts.

3. Describe the preparation of ozone, and explain its relation to oxygen. Mention any other cases of allotrophy known to you.

4. What is the action of chlorine gas upon—(*a*) antimony, (*b*) phosphorus, (*c*) turpentine, (*d*) methane, (*e*) ethane, (*f*) carbon?

5. What are the characteristic dry reactions of the following bases—Copper, Manganese, Cadmium, Bismuth, Aluminium, Potassium, Barium? Describe fully how the reactions are obtained.

6. What are the principal naturally-occurring compounds of Manganese? What are the chief uses of the metal and of its compounds?

7. Why are the elements Lithium, Potassium, and Sodium grouped together?

8. Complete the following equations, and state exactly what information they convey.

(*a*) $CH_4 + 2O_2 =$
(*b*) $2CO + O_2 =$
(*c*) $K_4Fe(CN)_6 + 6H_2O + 6H_2SO_4 =$

ENGLISH LANGUAGE AND LITERATURE.

(PAPER II.)

SPECIFIED CLASSICS.

14th December—2 to 5.

1. What are the limits to the supernatural power of the witches in *Macbeth*, as indicated in their relations with Macbeth and with Banquo?

2. Examine the opinion that *Macbeth* is not wholly the work of Shakespeare.

3. Describe the character of Caliban.

4. In what respects is the *Tempest* typical of Shakespeare's final period?

5. Compare the characters and arguments of the great rebel Angels in *Paradise Lost.*

6. "In the earlier books of the *Paradise Lost*, Satan is not yet wholly bad, but shows traces of noble and sympathetic feeling."

Discuss and illustrate this.

7. What does Tennyson mean when he describe *Maud* as a monodrama?

8. Sketch the career and character of Don John of Austria.

9. Tell what you know of the *Beggars* and their leaders.

10. Explain the following quotations—

(*a*) Come, seeling night,
Scarf up the tender eye of pitiful day.

(*b*) Great tyranny . . . Wear thou thy wrongs,
The title is affeer'd.

(*c*) Who would believe that there were mountaineers
Dew-lapp'd like bulls? . . . Which now, we find,
Each putter out of five for one will bring us
Good warrant of.

(*d*) Bring a corollary
Rather than want a spirit; appear and pertly.

(*e*) The moon, whose orb
Through optic glass the Tuscan artist views.

(*f*) The parching air
Burns frore, and cold performs the effect of fire.

(*g*) They pass the planets seven, and pass the fix'd,
And that crystalline sphere, whose balance weighs
The trepidation talk'd, and that first moved.

(*h*) An old song vexes my ear
But that of Lamech is mine.

ENGLISH LANGUAGE AND LITERATURE.

(PAPER III.)

SPECIFIED PERIOD.

15th December—9·30 to 12·30.

1. Sketch briefly the life of Carlyle.

2. Name and characterise the chief American Poets of the period.

3. Give a short account of the life and literary career of Mrs. Browning.

4. What are the most notable specimens of ballad poetry produced during this period?

5. Describe the influence, and mention the more prominent writers of the *Tracts for the Times.*

6. "The literature of the Victorian Reign has been peculiarly rich in Humour."

Discuss this statement, and enumerate the principal humourists.

7. Tell what you know of the following writers:—Lord Lytton, Dr. Arnold, Harriet Martineau, Dr. Buckland, George Borrow.

8. Tell what you know of the following works:—Ion, The Blessed Damozel, The Bothie of Tober-na-Vuolich, Mycerinus, Festus, The Long Ago.

EUROPEAN HISTORY.

(PAPER II.)

15th December—9·30 to 12·30.

Candidates are recommended to answer EIGHT *questions.*

1. "The discovery of America and the new route to India, the conquest of Constantinople by the Turks, the revival of learning, and the inventions of printing and gunpowder are the great events which mark the change from the mediæval to modern Europe."

Explain shortly.

2. "Erasmus laid the egg and Luther hatched it."

Discuss this view.

3. Describe the political condition of Germany at the accession of Charles V., and show how it was affected by the Protestant Reformation.

4. Explain the causes of the revolt of the Netherlands against the rule of Philip II. of Spain, and give a short account of the struggle which ensued.

5. Examine the causes of the outbreak of the Thirty Years' War.

6. "L' e'tat c'est moi." Explain the significance of this saying of Louis XIV., showing by what means this position was won, and what were the results in the later history of France.

7. Examine the importance of the Treaty of Utrecht.

8. Estimate the importance of the reign of Frederick the Great of Prussia in European history.

9. Discuss the reasons of Napoleon I.'s early military success, and of his ultimate failure.

10. Sketch the history of France from 1848 to 1852.

11. Describe the relations between Austria and Prussia from 1848 to 1870.

12. Sketch the growth of the united kingdom of Italy from 1858 to 1870.

EXAMINATION FOR GRAMMAR SCHOOL SCHOLARSHIPS, 1897.

GEOGRAPHY.

14th December—9·30 to 12·30.

*** The maps must be as large as the foolscap page will admit. Each should have a sheet to itself; and the long way of the map should be the long way of the paper.

Maximum Marks

12 1. Draw a map to show the outline of Great Britain, Ireland, and the principal islands adjacent; the counties [illegible] M[illegible] and Dumbarton; the towns Birkenhead, Clonmel, and Paisley; the Downs, the river Bann, Loch Maree, and the Lowther Hills.

12 2. Draw a map of New Zealand, to show the outline of the North Island, the South Island, and Stewart Island, Capes T[illegible] and [illegible], Mount [illegible], the [illegible] River, Mahia Peninsula, Lakes Taupo and Wakatipu, and the towns Greymouth, Oamaru, and Onehunga.

10 3. [illegible] following [illegible] as accurately [illegible]— [illegible] Hokitika, [illegible] Texas, [illegible] Name [illegible]

10 4. W[illegible] their [illegible] A[illegible] [illegible]

10 5. [illegible]

10 6. [illegible]

7 7. [illegible]

6 8. [illegible]

8 9. [illegible]

[illegible] 10. W[illegible]

100 Total

[illegible]

[illegible]

(c) Simplify—

$$[illegible] \text{ of } \frac{[illegible]}{[illegible]} \text{ of } (3[illegible] - [illegible] - 2\tfrac{1}{16}).$$

(d) Express as recurring decimals the square of ·5̇ and the square root of [illegible]. 12

5. (a) Find by the method of Practice the interest on £783 17s. [illegible] for a year, at £5 12s. 10½d. per cent. per annum. 12

(b) Prove your answer by multiplying the principal by the rate and dividing by a hundred, [illegible]

6. Two men [illegible] a piece of work in 5 days, and then one of the two alone finishes it in [illegible] days more. How long would the other man alone take to do the whole work?

Total [illegible]

ENGLISH GRAMMAR AND COMPOSITI[illegible]

15th Dec[illegible]—9·30 to 12·30.

Maximum [illegible]

1. Give [illegible] abstract nouns [illegible] the apostrophe [illegible] how thou, you, [illegible]

2. S[illegible] through all [illegible] according to the [illegible] tenses that are [illegible] the second [illegible]

3. Analyse [illegible]—I [illegible] think I [illegible] the war; but, [illegible] matters much now.

4. [illegible] sentence:— [illegible]

[illegible] the words [illegible]

5. [illegible] the substance [illegible] Reading Book:— [illegible]

[illegible] to the [illegible]; and [illegible] next- [illegible]

[illegible] the following [illegible] the Upper [illegible] are [illegible] network [illegible] intricate [illegible] acquainted. [illegible] that [illegible] and form [illegible] traveller [illegible] there, [illegible] the thick [illegible] and fro [illegible] trees.

[illegible] of a [illegible] that [illegible] ways [illegible] each

[illegible] sentences, [illegible]

1899.

QUEENSLAND.

TWENTY-THIRD REPORT

OF THE

SECRETARY FOR PUBLIC INSTRUCTION,

FOR THE YEAR

1898.

PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND.

BRISBANE:
BY AUTHORITY: EDMUND GREGORY, GOVERNMENT PRINTER, WILLIAM STREET.
1899.

-1899.

New State schools.

9. Ten new State schools were opened during the year. Nine of these are in operation at the following places:—Brandon, on the Lower Burdekin; Isis North, near Childers; Jericho, on the Central Railway; Mossman River, near Cairns; Mountain View, near Killarney; Nambour, on the North Coast Railway; Ravenswood Junction and Sellheim, on the Northern Railway; and Wilsonton, near Toowoomba—and, excepting Mossman River, in each of these settlements a provisional school has been superseded. In August last, the Mount Morgan school was divided into two distinct departments, and a new school for girls and infants was built. The State school at Copperfield, closed in 1897, was reopened in November of the following year as an unclassified school.

Action regarding proposed State schools.

10. Tenders have been called for State school buildings at Biggenden, Chelona, Duaringa, Horton, and Thane's Creek; tenders have been accepted at Brassall and Mareeba; and the buildings are under construction or complete at Cootharaba Road, Forest Hill, Golden Gate, Marian, and Pimpama Island.

New provision schools.

11. Thirty-five provisional schools were opened in 1898:—Lacey's Creek, Newton, and Stanley River in the Moreton District; Balmoral, Bowenville, Broxburn, Cecil Plains, Christiansburg, Goondiwindi East, Gowrie Estate, Mount Janet, O'Mara's Bridge, Upper Forest Springs, Widgeegoara and Wyandra in the Darling Downs and Western Districts; Brooyar, Cooroora, Gundiah, Mingo, Redbank Gully, Thinoomba, and Woowoonga Creek in the Wide Bay and Burnett Districts; North Baffle Creek, Parson's Point, Tryphinia, and Wallaroo in the Central Districts; and Donnybrook, Girofla, Goondi, Junction Creek, Merinda, Pumping Station (Charters Towers), Rossville, Urandangie and Yelvertoft in the Northern Districts. Further addition to this class of school was made by reopening the Canungera Lower, Dundas, and West Prairie schools.

New half-time schools.

Bellevue and Springbank, Mount Beagle and Wangary, all in the neighbourhood of Roma, and Bloomfield Hills and Kingumbilla, in the vicinity of Goondiwindi, were supplied with half-time provisional schools, worked in pairs, each pair under a single teacher.

Increased aid to provisional schools.

12. In the Regulations which came into force on the 1st January, 1892, provision was made for granting State aid towards the erection and equipment of provisional schools, subject to the condition that the amount to be contributed by the Department should be not more than one-half of the total cost and not more than £50.

On the Estimates for 1898-9 provision was made for an extra sum of £1,500 for provisional schools, to provide four-fifths instead of one-half of the cost of buildings and furniture, in anticipation of Parliamentary action; and on the 25th August, 1898, the following resolutions were passed by the Legislative Assembly:—

(1) That, in the opinion of this House, it is desirable that Clause 17 of the State Education Act, and all other provisions and regulations regarding contributions to cost of buildings, repairs, &c., shall apply to provisional schools, and that the same pecuniary assistance be given to provisional schools as is now given to State schools of this colony;

(2) That the Government be requested to take all necessary steps to give effect to the foregoing resolution.

Amended Regulation.

An amended Regulation came into force on the 1st January, 1899, providing for the payment by the Department of four-fifths of the cost of the erection and equipment of provisional school buildings to a limit of £80 of subsidy.

The granting of State assistance towards the erection and equipment of provisional schools has been attended with many advantages, and most of the provisional schools established since the beginning of 1892 have been built and furnished with the help of the State. The Department provides a suitable plan and specification, and the residents are enabled to erect a neat and serviceable building. When the school is superseded by a State school the old building is often utilised as part of the residence for the head teacher. The Provisional schools now erected are much superior to the makeshift structures previously in vogue.

Provisional schools closed.

13. Four provisional schools were closed on account of long-continued deficiency of attendance; these include Castleton, East Prairie, Mount Flinders, and Norton.

Important repairs, &c.

14. Besides minor repairs authorised by District Inspectors, and numerous small repairs to buildings and additions to furniture; important repairs, extensions, and improvements were made to sixty-nine schools at a total cost of £11,936 3s. 7d. Particulars respecting each of these works are given in Table I. appended to this Report.

Increased accommodation in State schools.

15. The amount of accommodation in the State schools of the colony was increased by 15,768 square feet during the year 1898. Of this increase, an addition of 7,636 square feet was furnished by new schools, and of 8,132 square feet by the enlargement of existing schools. Allowing 8 square feet of floor space for each child, provision was made for an increase of 1,971 pupils. Owing to severe and long-continued epidemics, the attendance at State schools decreased during the year by 1,696.

Total accommodation in State schools.

16. At the end of the year the total floor space in the State schools was 497,445 square feet, exclusive of verandas; and allowing 8 square feet for each child, the accommodation was sufficient for 62,180 pupils. The average attendance at these schools for the year 1898 was 48,983.

Circular letter to committees of provisional schools.

17. In view of the large number of provisional schools in the colony where the average attendance is sufficient to warrant the establishment of State schools, and the difficulty experienced by the Department in successfully administering those schools while they remain on a provisional basis, a circular letter was addressed to the several committees, pointing out that a provisional school as defined by the Education Act is a school in which temporary provision is made for the instruction of children, and that the Regulations provide that a State school may be established where an average attendance of 30 children of school age is likely to be secured. The committees were reminded that provisional schools were designed for thinly peopled districts, where the attendance of pupils must necessarily be small, and were not intended to meet the educational wants of a numerous settled population; and they were urged to take steps forthwith for the establishing of State schools to supersede the existing provisional schools.

It is gratifying to record that most of the committees addressed recognised the advantages of superseding the provisional schools by State schools, and determined to make efforts to raise the one-fifth of the cost required by the Education Act. In 13 cases the committees have been furnished with plans and the estimated cost of State school buildings, and advised of the valuation placed on the existing premises, and of the amount of subscriptions needed to be raised locally; in respect to 9 others the Works Department has been requested to prepare plans and estimates, and to value the present premises for State school purposes; and in one instance tenders have been invited.

State schools applied for.

18. Forty-nine applications for the establishment of new State schools were received and dealt with during 1898. At the end of the year 34 of these applications had been approved, and preliminary action taken; 2 applications were not approved; and in regard to the other 13, action was postponed pending further inquiry. Particulars respecting each of these applications are given in Table H, appended to this Report.

Provisional schools applied for.

19. Seventy-eight applications for the establishment of new provisional schools were received and dealt with. At the end of the year 36 of these applications had been approved, and preliminary action taken to establish the schools; 4 of the applications were not approved, and 38 were in abeyance pending further inquiry. The action taken with regard to each of these applications is specified in Table H, appended to this Report.

SCHOOLS IN OPERATION IN 1898.

Number of schools at the end of the year.

20. At the close of the year there were in operation 833 schools, including 399 State schools, 430 provisional schools, and 4 special schools. Special schools comprise the Reformatory school for boys at Lytton, and the schools for aboriginals at Deebing Creek, near Ipswich, Murray Island in Torres Straits, and Myora on Stradbroke Island. There was a net increase of 42 schools for the year. Fourteen provisional schools are worked on the half-time system, which requires an average attendance of six pupils at each of the linked schools: a considerable extension of this class of school is possible in the sparsely settled districts of the North and West.

During the year.

21. The total number of schools open during any part of the year was 844.

Classification of schools.

22. The tabular statement below shows the classification of schools open at the end of the year, and compares it with that of the previous year:—

CLASS OF SCHOOL.	AVERAGE ATTENDANCE.	NO. OF SCHOOLS IN 1897.	NO. OF SCHOOLS IN 1898.
State Schools—			
I.	Over 800	1	2
II.	601 to 800	4	7
III.	401 to 600	14	13
IV.	281 to 400	25	30
V.	161 to 280	46	49
VI.	81 to 160	78	79
VII.	41 to 80	128	133
VIII.	30 to 40	37	38
Unclassified	Less than 30	55	48
Provisional—*Ordinary Schools*—			
I.	More than 20	181	173
II.	12 to 20	185	201
Provisional—*Special Schools*—			
Full-time	Less than 12	23	42
Half-time	„ „ 12	10	13
„ „	12 or over	...	1
Schools at Benevolent Establishments	...	4	4
		791	833

Half-time schools.

23. Seven pairs of half-time provisional schools were in operation in 1898: Bellevue and Springbank, Mount Beagle and Wangary, are in the neighborhood of Roma; Bloomfield Hills and Kingumbilla, near Goondiwindi; Pikedale No. 1 and Pikedale No. 2, near Stanthorpe; Nellybri and Retreat, near Surat; Cooper's Creek and Windorah, in the South Gregory District; and Margoo and Underban, near Kilkivan.

24. Tables A, B, and C, appended to this Report, give full particulars respecting the schools in operation during the year 1898.

ATTENDANCE OF CHILDREN.

Enrolment

25. For 1898 the gross enrolment was 83,684 in State schools, and 15,413 in provisional schools, making a total of 99,097. The net enrolment, or number of distinct children on the roll, was 88,691, showing an increase of 3,462 on the net enrolment for 1897.

Average daily attendance.

26. The average daily attendance was 48,983 in State schools, and 9,313 in provisional schools—total, 58,296; showing a decrease of 1,452 on the average daily attendance for 1897. This decrease is fully accounted for by the numerous epidemics which visited our schools during the year.

Neglected children.

27. The annual returns from head teachers for the year 1898 show a total of 1,815 children—1,090 boys and 725 girls between the ages of six and fifteen, who, though living within reach of a school, are not educated up to the standard of education and are not attending a school. Of these, 1,125 are between the ages of six and twelve, and 690 are over twelve. The total number of neglected children so reported was greater by 178 than it was in 1897.

Partially neglected children.

28. The number of children reported as not attending school the minimum number of times required by the Act—that is to say, 60 in the half-year, was 11,326 in the half year ending June, and 11,712 in the half-year ending December. Comparing these numbers with the corresponding ones for 1897 we find an increase of 1,904 defaulters in the first half-year, and 3,744 in the second half-year.

Attendance affected by epidemics.

29. The average daily attendance was 65·7 per cent. of the net enrolment, or 4·4 per cent. less than in 1897. From the reports of Inspectors it is evident that the diminished attendance is due to widespread sickness, including epidemics of measles, dengue fever, whooping cough, and, in a few localities, of scarlet fever.

STATISTICAL TABLES.

Table A.

COMPARATIVE VIEW of PRIMARY SCHOOL OPERATIONS during TWENTY successive YEARS, 1879–98.

YEAR.	NUMBER OF SCHOOL DEPARTMENTS.	NUMBER OF INSTRUCTORS.							ANNUAL ENROLMENT.			MEAN QUARTERLY ENROLMENT.			AVERAGE DAILY ATTENDANCE.									EXPENDITURE.					
		TEACHERS.				PUPIL TEACHERS.		TOTAL INSTRUCTORS.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	PERCENTAGE OF THE ANNUAL ENROLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLMENT.			SALARIES AND ALLOWANCES.			BUILDING, FURNISHING RENT, AND REPAIRS.		
		Males.		Females.														Boys.	Girls.	Total.	Boys.	Girls.	Total.						
		Masters.	Assistants.	Mistresses	Assistants.	Males.	Females.																	£	s.	d.	£	s.	d.
1879 ...	319	252	74	64	152	152	230	924	21,861	19,519	41,380	16,527	15,184	31,711	11,340	10,078	21,418	51·84	51·63	51·76	69·22	66·37	67·54	82,701	13	8	13,638	18	11
1880 ...	345	275	74	70	160	168	242	989	22,623	20,682	43,305	17,255	16,255	33,510	12,431	11,387	23,818	54·95	55·06	55·00	72·04	70·52	71·08	89,546	3	10	15,374	0	0
1881 ...	341	283	71	58	166	141	203	922	21,517	18,792	40,309	16,370	14,588	30,958	11,616	10,136	21,752	53·99	53·94	53·96	70·96	69·49	70·26	86,504	2	4	13,605	7	0
1882 ...	366	285	68	81	171	127	203	935	22,251	19,458	41,709	16,751	15,027	31,778	11,543	10,067	21,610	51·88	51·74	51·81	71·02	69·03	70·08	86,891	5	1	13,555	11	0
1883 ...	387	292	79	95	206	139	216	1,027	24,529	21,733	46,262	18,253	16,474	31,727	12,869	11,378	24,247	52·46	52·35	52·41	70·50	69·06	69·82	90,153	19	9	29,443	2	1
1884 ...	424	321	98	102	211	143	286	1,161	27,678	24,878	52,556	20,891	19,034	39,925	14,793	13,070	27,863	53·44	52·51	53·01	70·81	68·66	69·79	102,320	6	3	36,940	9	4
1885 ...	447	333	108	113	266	163	302	1,285	28,899	26,911	55,810	22,285	20,358	42,643	16,007	14,110	30,117	55·29	52·51	54·00	71·82	69·30	70·62	122,874	1	0	32,504	8	8
1886 ...	479	358	111	122	252	172	368	1,383	30,902	28,037	58,939	23,860	21,901	45,761	17,135	15,115	32,250	55·45	53·91	54·71	71·81	69·01	70·25	130,348	15	3	31,450	1	6
1887 ...	527	387	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,457	49,418	19,155	16,164	35,319	56·92	53·78	55·44	73·78	68·91	71·47	141,169	0	6	36,824	9	2
1888 ...	552	396	140	154	289	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269	20,585	18,341	38,926	58·04	56·81	57·31	74·37	71·66	73·07	151,830	10	6	24,158	7	8
1889 ...	584	422	145	158	332	135	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860	21,390	19,082	40,472	57·18	55·95	56·46	73·55	71·25	72·45	157,614	2	4	32,219	4	4
1890 ...	621	446	158	173	363	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640	21,712	19,124	40,836	56·05	55·36	55·72	71·24	69·67	70·84	167,138	17	10	35,430	16	8
1891 ...	639	450	157	185	407	92	213	1,504	40,232	36,905	77,137	31,882	29,080	60,962	23,815	21,189	45,004	59·19	57·41	58·34	74·69	72·89	73·82	175,875	6	1	28,148	17	8
1892 ...	657	455	171	198	437	83	154	1,498	41,382	37,507	78,889	32,628	30,035	62,663	24,268	21,707	45,975	58·64	52·45	58·26	74·37	66·53	73·36	187,964	4	0	11,225	15	7
1893 ...	691	477	185	208	442	60	118	1,485	41,037	37,293	78,330	33,178	30,286	63,464	23,539	20,893	44,432	57·36	56·02	55·46	70·94	68·98	70·01	175,478	18	6	11,608	5	2
1894 ...	698	466	182	230	431	52	109	1,470	39,977	36,062	76,039	31,988	29,239	61,227	23,828	21,222	45,050	59·71	58·93	59·34	74·49	72·58	73·58	166,941	6	10	6,596	1	1
1895 ...	738	472	177	255	403	81	147	1,535	43,428	39,409	82,837	33,881	30,809	64,690	25,542	22,728	48,270	58·81	57·67	58·27	75·39	73·77	74·61	172,934	9	7	13,099	12	4
1896 ...	772	478	179	284	404	141	231	1,717	47,505	43,272	90,780	37,772	34,724	72,496	28,618	25,698	54,316	60·24	59·38	59·83	75·76	74·00	74·92	179,202	0	5	14,232	9	7
1897 ...	797	484	176	304	414	165	282	1,825	49,361	45,667	95,028	40,456	37,301	77,757	31,339	28,409	59,748	63·50	62·20	62·87	77·46	76·16	76·84	199,081	0	6	28,190	18	8
1898 ...	844	532	169	304	407	178	314	1,904	51,780	47,317	99,097	41,794	38,273	80,067	30,798	27,498	58,296	59·48	58·11	58·82	78·60	71·84	72·81	211,800	16	5	19,037	14	2

NOTE.—Children under six years of age were not admitted between 1st August, 1893, and 12th October, 1896.

T. McINTYRE, Registrar.

40. Dunellan	193	207	400	145	154	299	101	101	202	1	...	...	2	2	1	6	590	1	9	26	0	8
41. Fortitude Valley—Boys	1,006	...	1,006	773	...	773	574	...	574	1	8	...	2	5	...	16	3,838	15	4	26	1	8
42. ,, Girls	...	781	781	...	602	602	...	410	410	...	...	1	7	...	5	13						
43. ,, Infants	288	244	532	192	164	356	134	109	243	...	...	1	3	...	3	7						
44. Ithaca Creek	250	224	474	185	165	350	121	103	224	1	...	...	3	2	1	7	711	9	4	4	13	4
45. Junction Park	523	441	964	414	333	747	336	249	585	1	3	...	5	4	3	16	1,532	19	8	202	5	0
46. Kangaroo Point—Boys	497	...	497	389	...	389	294	...	294	1	3	...	...	4	...	8	2,159	11	4	7	15	6
47. ,, Girls	...	526	526	...	397	397	...	270	270	...	...	1	5	...	3	9						
48. ,, Infants	177	143	320	109	89	198	73	55	128	...	...	1	1	...	2	4						
49. Kelvin Grove Road—Boys	400	...	400	340	...	340	255	...	255	1	1	...	3	2	1	8	1,787	0	3	29	11	3
50. ,, Girls and Infants ...	149	474	623	91	395	486	59	289	348	...	...	1	4	...	5	10						
51. Leichhardt street—Boys	550	...	550	415	...	415	307	...	307	1	2	...	1	3	...	7	2,353	3	4	43	14	6
52. ,, Girls	...	558	558	...	400	400	...	281	281	...	...	1	4	...	3	8						
53. ,, Infants	153	161	314	99	109	208	64	73	137	...	...	1	1	...	2	4						
54. Milton	562	527	1,089	445	401	846	290	243	533	1	3	...	6	2	4	16	1,620	17	9	35	10	0
55. Petrie Terrace—Boys	579	...	579	467	...	467	348	...	348	1	5	...	...	3	...	9	2,225	12	8	45	12	8
56. ,, Girls and Infants	145	684	829	97	511	608	62	334	396	...	...	1	6	...	5	12						
57. South Brisbane—Boys	508	...	508	390	...	390	292	...	292	1	2	...	2	3	...	8	2,103	9	4	55	19	6
58. ,, Girls and Infants	145	559	704	87	424	511	59	295	354	...	...	1	4	...	6	11						
59. Toowong	226	261	487	199	218	417	142	148	290	1	1	...	3	1	2	8	929	4	8			
60. West End—Boys	381	...	381	298	...	298	224	...	224	1	1	...	2	3	...	7	1,685	10	0	1	13	0
61. ,, Girls	...	338	338	...	263	263	...	189	189	...	...	1	2	...	3	6						
62. ,, Infants	132	117	249	86	77	163	57	50	107	...	...	1	...	...	2	3						
63. Woolloongabba—Boys	691	...	691	533	...	533	391	...	391	1	4	...	2	3	...	10	2,684	5	0	52	11	3
64. ,, Girls and Infants	216	753	969	139	592	731	94	408	502	...	...	1	8	...	6	15						
65. Brookfield	55	41	96	45	37	82	27	24	51	1	...	...	...	1	...	2	284	1	11	0	8	6
66. Buderim Mountain	27	38	65	26	32	58	21	23	44	1	...	...	...	...	...	1	217	0	8	1	0	0
67. Bulwer	15	16	31	13	13	26	11	11	22	1	...	...	...	...	...	1	105	8	2	3	19	0
68. Bundaberg, Central—Boys	240	...	240	193	...	193	144	...	144	1	2	...	...	1	...	4	1,436	6	4	8	16	6
69. ,, ,, Girls and Infants ...	90	323	413	55	258	313	39	182	221	...	...	1	5	...	2	8						
70. ,, East	180	135	315	139	106	245	109	80	189	1	1	...	2	...	1	5	632	11	5	1	1	0
71. ,, North	118	123	241	90	100	190	68	74	142	1	...	...	1	1	1	4	491	5	9	7	0	0
72. ,, South	397	333	730	336	266	602	249	192	441	1	2	...	5	1	3	12	1,292	1	3	71	10	0
73. Bundamba, Lower	183	160	343	153	134	287	121	96	217	1	1	...	3	...	1	6	817	2	11	81	6	4
74. ,, Upper	15	18	33	14	16	30	11	11	22	1	...	...	...	...	...	1	107	0	5	67	4	0
75. Bunya	9	8	17	7	7	14	5	6	11	1	...	...	...	...	...	1	84	14	8	0	7	6
76. Burketown	26	25	51	21	18	39	17	13	30	1	...	...	...	...	...	1	156	11	5	6	13	3
77. Burnett Heads	45	50	95	36	39	75	26	31	57	1	...	...	...	1	...	2	229	4	7			
78. Burnside	38	39	77	26	36	62	17	24	41	1	...	...	...	...	1	2	239	8	7	157	0	0
79. Caboolture, North	62	77	139	52	66	118	37	48	85	1	...	...	1	...	1	3	333	11	2	9	5	0
80. ,, South	38	31	69	35	26	61	23	16	39	1	...	...	...	...	...	1	167	5	1			
81. Cairns	196	206	402	156	153	309	121	111	232	1	1	...	2	1	1	6	774	1	10	15	7	0
82. Calliope	51	38	89	42	31	73	32	23	55	1	...	...	1	...	...	2	261	3	8			
83. Calliope River	11	8	19	11	8	19	9	6	15	...	...	1	...	...	...	1	75	3	0			
84. Camp Flat	16	17	33	13	14	27	9	10	19	1	...	...	...	...	...	1	97	8	10			
85. Capalaba	18	17	35	16	14	30	10	9	19	1	...	...	...	...	...	1	97	17	7	7	12	0
86. Cardwell	21	13	34	19	11	30	15	8	23	1	...	...	...	...	...	1	138	0	8			
87. Cattle Creek	11	9	20	10	9	19	8	7	15	1	...	...	...	...	...	1	147	18	2	96	0	0
88. Cawarral	42	37	79	33	33	66	24	26	50	1	...	...	...	...	1	2	231	19	4			
89. Cedar Creek	28	17	45	22	14	36	13	10	23	1	...	...	...	...	...	1	139	1	10	16	5	6
90. Charleville	285	246	531	227	196	423	161	142	303	1	2	...	3	...	2	8	995	11	10	4	19	0
CHARTERS TOWERS—																						
91. Central—Boys	820	...	820	651	...	651	492	...	492	1	6	...	...	6	...	13	3,007	19	10	28	11	0
92. ,, Girls	...	817	817	...	616	616	...	418	418	...	...	1	5	...	5	11						
93. ,, Infants...	268	239	507	173	151	324	114	100	214	...	...	1	2	...	4	7						
94. Millchester	188	159	347	150	126	276	108	95	203	1	1	...	1	...	3	6	654	3	2	157	1	6
95. Queenton	694	654	1,348	555	526	1,081	418	393	811	1	5	...	6	3	5	20	1,973	1	4	7	13	0
96. Richmond Hill	622	519	1,141	485	404	889	348	276	624	1	5	...	3	1	5	15	1,519	18	10			
97. Childer	131	87	218	107	71	178	75	50	125	1	...	...	1	...	2	4	418	16	10			

Table C—*continued.*

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1898—*continued.*

	Attendance, 1898.									Staff of Instructors, 1898.							Expenditure, 1898.						
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.			Building, Furnishing, and Repairs.			Remarks.
										Males.		Females.											
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£	s.	d.	£	s.	d.	
STATE SCHOOLS—*continued.*																							
98. Chinchilla...	49	45	94	46	35	81	33	25	58	1	...	...	...	...	1	2	246	5	11	51	0	0	
99. Clayfield	314	277	591	253	225	478	181	153	334	1	2	...	3	1	2	9	973	2	7	10	13	3	
100. Clermont	257	325	582	224	241	465	153	164	317	1	2	...	1	...	4	8	964	14	11	7	1	10	
101. Cleveland, East	30	19	49	24	14	38	17	11	28	1	...	...	...	...	...	1	166	11	9				
102. „ West	18	19	37	16	17	33	12	10	22	...	...	1	...	...	..	1	86	1	5	12	10	0	
103. Clifton	65	68	133	55	55	110	40	40	80	1	...	...	...	1	1	3	292	7	0				
104. „ Colliery	18	19	37	12	17	29	9	14	23	...	...	1	...	...	...	1	81	18	8	90	17	0	
105. „ Homestead Area	34	29	63	26	22	48	15	15	30	1	...	...	...	...	...	1	135	11	3				
106. Cloncurry	51	46	97	45	40	85	35	30	65	1	1	...	...	...	...	2	410	4	6	144	0	0	
107. Cometville	35	28	63	27	25	52	22	21	43	1	...	...	...	...	...	1	201	12	7				
108. Condamine	17	17	34	15	17	32	11	12	23	1	...	...	...	...	...	1	120	3	11	2	0	0	
109. Coningsby	32	42	74	29	38	67	19	27	46	1	...	...	...	1	...	2	265	12	2	92	7	5	
110. Cooktown—Boys	171	...	171	144	...	144	119	...	119	1	1	...	...	1	...	3	1,008	3	0	25	9	0	
111. „ Girls and Infants	42	179	221	27	153	180	21	122	143	...	...	1	2	...	2	5							
112. Coomera, Lower	40	48	88	30	41	71	21	32	53	1	...	...	...	...	1	2	234	5	5	65	16	1	
113. „ Upper	25	31	56	21	26	47	15	18	33	1	...	...	...	...	...	1	173	7	0				
114. Cooper's Plains	42	42	84	32	37	69	20	23	43	1	...	...	...	...	1	2	254	6	7	21	18	6	
115. Copperfield	19	11	30	19	11	30	17	8	25	1	...	...	...	...	...	1	8	18	2	...			Re-opened, 28th Nov., 1898.
116. Craiglie	10	11	21	9	11	20	7	8	15	...	...	1	...	...	...	1	88	14	5				
117. Crosshill	28	28	56	22	23	45	15	17	32	1	...	...	...	...	...	1	186	9	4	8	2	0	
118. Crow's Nest	50	35	85	42	30	72	35	25	60	1	...	...	...	...	1	2	250	5	6	168	3	0	
119. Croydon	304	287	591	243	243	486	199	194	393	1	3	...	3	2	1	10	1,371	14	5	19	2	0	
120. Cumberland	21	16	37	20	15	35	18	13	31	...	...	1	...	...	...	1	121	16	10	5	0	0	
121. Cunnamulla	134	142	276	104	109	213	74	79	153	1	1	...	...	...	2	4	585	18	8				
122. Dalby	94	75	169	72	65	137	50	43	93	1	...	...	2	...	...	3	463	8	11				
123. Dalrymple Creek	45	41	86	38	36	74	26	27	53	1	...	...	...	...	1	2	238	2	8	2	15	0	
124. Dalveen	21	17	38	14	11	25	9	8	17	1	...	...	...	...	...	1	116	19	11				
125. Darkey Flat	31	33	64	27	27	54	19	17	36	1	...	...	...	...	...	1	165	2	9	0	2	0	
126. Deep Creek	31	28	59	26	22	48	19	18	37	...	...	1	...	...	...	1	140	18	3	1	0	0	
127. Dingo	12	19	31	12	16	28	11	14	25	...	...	1	...	...	...	1	91	2	11				
128. Dinmore	87	83	170	76	72	148	62	51	113	1	...	...	2	...	...	3	389	19	4	0	2	6	
129. Drayton	97	54	151	84	46	130	60	34	94	1	...	...	2	...	...	3	465	16	2	22	12	4	
130. Eagle Farm	95	88	183	80	67	147	59	44	103	1	...	...	1	...	1	3	435	1	5	65	4	1	
131. Ebenezer	38	34	72	26	35	61	19	28	47	1	...	...	...	1	...	2	230	5	1	18	0	0	
132. Eidsvold	148	137	285	131	123	254	100	94	194	1	1	...	1	1	1	5	580	10	6	15	14	9	
133. Eight-mile Plains	53	58	111	37	41	78	26	29	55	1	...	...	...	...	1	2	265	18	2	71	0	0	
134. Elliott	16	19	35	14	18	32	11	15	26	1	...	...	...	...	...	1	107	4	3				
135. Emerald	132	139	271	106	114	220	86	87	173	1	1	...	2	1	...	5	642	6	9	407	14	0	
136. Emu Creek	43	31	74	35	28	63	26	19	45	1	...	...	...	...	1	2	254	12	4	10	18	0	
137. Emu Park	56	50	106	41	39	80	27	28	55	1	...	...	...	...	1	2	257	8	9	1	17	0	
138. Emu Vale...	62	75	137	55	65	120	38	45	83	1	...	...	1	...	1	3	358	18	1	0	10	0	

Table C—*continued.*

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE during 1898—*continued.*

	ATTENDANCE, 1898.									STAFF OF INSTRUCTORS, 1898.							EXPENDITURE, 1898.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
STATE SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
98. Chinchilla...	49	45	94	46	35	81	33	25	58	1	...	...	...	...	1	2	246 5 11	51 0 0	
99. Clayfield ...	314	277	591	253	225	478	181	153	334	1	2	...	3	1	2	9	973 2 7	10 13 3	
100. Clermont ...	257	325	582	224	241	465	153	164	317	1	2	...	1	...	4	8	964 14 11	7 1 10	
101. Cleveland, East	30	19	49	24	14	38	17	11	28	1	...	...	...	...	...	1	166 11 9		
102. " West	18	19	37	16	17	33	12	10	22	...	...	1	...	...	..	1	86 1 5	12 10 0	
103. Clifton ...	65	68	133	55	55	110	40	40	80	1	...	...	...	1	1	3	292 7 0		
104. " Colliery	18	19	37	12	17	29	9	14	23	...	...	1	...	...	...	1	81 18 8	90 17 0	
105. " Homestead Area	34	29	63	26	22	48	15	15	30	1	...	...	...	...	...	1	135 11 3		
106. Cloncurry	51	46	97	45	40	85	35	30	65	1	1	...	...	...	...	2	410 4 6	144 0 0	
107. Cometville	35	28	63	27	25	52	22	21	43	1	...	...	...	...	...	1	201 12 7		
108. Condamine	17	17	34	15	17	32	11	12	23	1	...	...	...	...	...	1	120 3 11	2 0 0	
109. Coningsby	32	42	74	29	38	67	19	27	46	1	...	...	...	1	...	2	265 12 2	92 7 5	
110. Cooktown—Boys	171	...	171	144	...	144	119	...	119	1	1	...	...	1	...	3	1,008 8 0	25 9 0	
111. " Girls and Infants	42	179	221	27	153	180	21	122	143	...	...	1	2	...	2	5			
112. Coomera, Lower	40	48	88	30	41	71	21	32	53	1	...	...	...	...	1	2	234 5 5	65 16 1	
113. " Upper	25	31	56	21	26	47	15	18	33	1	...	...	...	...	...	1	173 7 0		
114. Cooper's Plains	42	42	84	32	37	69	20	23	43	1	...	...	...	...	1	2	254 6 7	21 13 6	
115. Copperfield	19	11	30	19	11	30	17	8	25	1	...	...	...	...	...	1	8 18 2	...	Re-opened, 28th Nov., 1898.
116. Craiglie	10	11	21	9	11	20	7	8	15	...	...	1	...	...	...	1	88 14 5		
117. Crosshill	28	28	56	22	23	45	15	17	32	1	...	...	...	...	...	1	186 9 4	8 2 0	
118. Crow's Nest	50	35	85	42	30	72	35	25	60	1	...	...	...	...	1	2	250 5 6	168 3 0	
119. Croydon	304	287	591	243	243	486	199	194	393	1	3	...	3	2	1	10	1,371 14 5	19 2 0	
120. Cumberland	21	16	37	20	15	35	18	13	31	...	...	1	...	...	...	1	121 16 10	5 0 0	
121. Cunnamulla	184	142	276	104	109	213	74	79	153	1	1	...	...	...	2	4	585 18 8		
122. Dalby ...	94	75	169	72	65	137	50	43	93	1	...	...	2	...	...	3	463 8 11		
123. Dalrymple Creek	45	41	86	38	36	74	26	27	53	1	...	...	...	...	1	2	238 2 8	2 15 0	
124. Dalveen ...	21	17	38	14	11	25	9	8	17	1	...	...	...	...	...	1	116 19 11		
125. Darkey Flat	31	33	64	27	27	54	19	17	36	1	...	...	...	...	...	1	165 2 9	0 2 0	
126. Deep Creek	31	28	59	26	22	48	19	18	37	...	...	1	...	...	...	1	140 18 3	1 0 0	
127. Dingo ...	12	19	31	12	16	28	11	14	25	...	...	1	...	...	...	1	91 2 11		
128. Dinmore ...	87	83	170	76	72	148	62	51	113	1	...	...	2	...	...	3	389 19 4	0 2 6	
129. Drayton ...	97	54	151	84	46	130	60	34	94	1	...	...	2	...	...	3	465 16 2	22 12 4	
130. Eagle Farm	95	88	183	80	67	147	59	44	103	1	...	...	1	...	1	3	435 1 5	65 4 1	
131. Ebenezer ...	38	34	72	26	35	61	19	28	47	1	...	...	...	1	...	2	239 5 1	18 0 0	
132. Eidsvold ...	148	137	285	131	123	254	100	94	194	1	1	...	1	1	1	5	580 10 6	15 14 9	
133. Eight-mile Plains	53	58	111	37	41	78	26	29	55	1	...	...	...	...	1	2	265 13 2	71 0 0	
134. Elliott ...	16	19	35	14	18	32	11	15	26	1	...	...	...	...	...	1	107 4 3		
135. Emerald ...	132	139	271	106	114	220	86	87	173	1	1	...	2	1	...	5	642 6 9	407 14 0	
136. Emu Creek	43	31	74	35	28	63	26	19	45	1	...	...	...	...	1	2	254 12 4	10 18 0	
137. Emu Park	56	50	106	41	39	80	27	28	55	1	...	...	...	...	1	2	257 8 9	1 17 0	
138. Emu Vale...	62	75	137	55	65	120	33	45	88	1	...	...	1	...	1	3	358 18 1	0 10 0	

139. Engelsburg	67	59	126	57	45	102	40	29	69	1	...	...	1	...	...	2	314	13	11	8	11	3
140. Enoggera	92	95	187	81	79	160	59	55	114	1	...	...	2	...	...	3	451	16	4	10	2	6
141. Esk	80	76	156	71	68	139	56	48	104	1	...	...	1	...	1	3	397	3	4	0	7	0
142. Eton	82	55	137	72	50	122	51	40	91	1	...	...	1	1	...	3	352	15	1	8	2	0
143. Farm Creek	29	38	67	25	35	60	17	25	42	1	...	...	...	...	1	2	232	2	4			
144. Fernvale	54	44	98	41	38	79	31	28	59	1	...	...	...	...	1	2	220	19	5	86	10	0
145. Fig-tree Pocket	24	9	33	20	7	27	15	6	21	1	...	...	...	...	...	1	96	10	5			
146. Freestone Creek, Lower	31	35	66	27	32	59	16	18	34	1	...	...	...	...	...	1	202	10	7	3	16	0
147. ,, ,, Upper	45	45	90	40	40	80	27	27	54	1	...	...	...	...	1	2	273	2	11	0	15	0
148. Gatton	90	84	174	78	73	151	60	54	114	1	...	...	1	1	1	4	419	17	0	164	14	6
149. Gayndah	74	77	151	59	71	130	41	56	97	1	1	...	...	...	1	3	410	0	2	1	11	2
150. Geham	56	71	127	47	53	100	34	36	70	1	...	...	1	...	...	2	332	19	0			
151. Georgetown	43	56	99	38	45	83	29	35	64	1	1	...	...	...	...	2	404	7	5	219	7	2
152. Geraldton	61	69	130	51	61	112	35	43	78	1	...	...	1	...	...	2	341	3	6	5	0	2
153. Gin Gin	52	42	94	45	33	78	34	24	58	1	...	...	...	...	1	2	229	15	4	1	2	0
154. Gladstone	139	121	260	102	94	196	73	68	141	1	1	...	1	...	1	4	392	15	0	1	3	0
155. Glamorgan Vale	41	40	81	35	36	71	24	25	49	1	...	...	...	...	1	2	227	11	6			
156. Glencoe	47	26	73	38	23	61	30	18	48	1	...	...	...	1	...	2	227	14	10			
157. Glenmore	18	26	44	15	21	36	11	15	26	1	...	...	...	...	...	1	130	1	10			
158. Glenvale	41	37	78	36	32	68	28	26	54	1	...	...	...	1	...	2	270	0	3	35	14	0
159. Gomorron	49	37	86	29	29	58	16	19	35	1	...	...	...	...	...	1	164	18	4	0	6	3
160. Gooburrum	19	30	49	17	26	43	13	21	34	1	...	...	...	...	...	1	167	11	9	1	8	0
161. Goodna	110	99	209	97	83	180	72	63	135	1	1	...	...	1	1	4	478	5	1	17	0	6
162. Goombungee	62	73	135	47	53	100	34	38	72	1	...	...	...	1	...	2	291	16	11			
163. Goomburra	16	8	24	13	7	20	9	5	14	1	...	...	...	...	...	1	103	1	2	57	10	0
164. Goondiwindi	118	113	231	106	100	206	77	74	151	1	...	...	1	1	1	4	514	13	11	333	0	0
165. Gowrie Creek	17	13	30	13	11	24	9	7	16	1	...	...	...	...	...	1	117	11	8	5	2	0
166. Gowrie Junction	61	52	113	57	47	104	42	36	78	1	...	...	...	1	1	3	367	14	3	95	17	6
167. Gowrie Little Plain	33	33	66	31	30	61	26	25	51	1	...	...	...	1	...	2	269	11	0	8	6	4
168. Gowrie Road	38	32	70	29	23	52	18	14	32	1	...	...	...	...	...	1	238	2	5	3	0	0
169. Gracemere	88	68	156	66	54	120	46	39	85	1	...	...	1	...	...	2	343	17	2	7	19	0
170. Gramzow	17	14	31	13	10	23	10	6	16	1	...	...	...	...	...	1	117	13	2	28	0	0
171. Grandchester	32	24	56	25	21	46	20	16	36	1	...	...	...	...	...	1	193	9	11	0	10	0
GYMPIE—																						
172. Central—Boys	470	...	470	408	...	408	297	...	297	1	4	...	...	3	...	8	2,189	17	1	1,030	6	6
173. ,, Girls and Infants	166	677	843	98	488	586	67	336	403	...	...	1	6	...	4	11						
174. Monkland	265	264	529	230	235	465	187	182	369	1	2	...	3	...	3	9	956	15	9	25	10	0
175. One-Mile—Boys	511	...	511	413	...	413	311	...	311	1	1	...	3	2	...	7	2,358	6	0	152	3	6
176. ,, Girls	...	466	466	...	391	391	...	290	290	...	...	1	4	...	3	8						
177. ,, Infants	184	176	360	147	124	271	103	87	190	...	...	1	3	...	2	6						
178. Two-Mile	36	45	81	27	35	62	19	26	45	1	...	...	...	...	...	1	267	18	5			
179. Halifax	60	41	101	49	33	82	36	22	58	1	...	...	...	...	1	2	248	2	7	0	7	6
180. Harrison's Pocket	7	15	22	7	15	22	4	10	14	1	...	...	...	...	...	1	149	2	6	0	7	6
181. Harrisville	57	53	110	43	40	83	33	31	64	1	...	...	1	...	...	2	299	9	6			
182. Hatton Vale	51	45	96	41	39	80	29	29	58	1	...	...	1	...	...	2	311	13	11	47	15	0
183. Helidon	39	40	79	31	32	63	22	22	44	1	...	...	...	...	1	2	176	7	4	5	9	0
184. Hemmant	48	48	96	41	40	81	27	27	54	1	...	...	...	...	1	2	243	13	6			
185. Hendon	52	51	103	41	44	85	33	36	69	1	...	...	1	...	...	2	308	15	5	141	4	0
186. Herberton	92	103	195	72	89	161	51	67	118	1	...	...	1	1	...	3	522	0	6	4	18	10
187. Hermitage	38	36	74	35	34	69	26	26	52	1	...	...	...	...	1	2	275	0	7	68	2	6
188. Highfields	75	61	136	58	54	112	40	38	78	1	...	...	...	...	2	3	299	12	4	15	0	0
189. Hillgrove	20	17	37	14	13	27	10	10	20	1	...	...	...	...	...	1	104	3	11	55	0	0
190. Hodgson	19	28	47	18	26	44	13	17	30	1	...	...	..	...	...	1	218	18	8			
191. Homebush	64	52	116	52	40	92	34	26	60	1	...	...	1	...	...	2	265	16	10	167	2	6
192. Howard	141	138	279	119	123	242	95	98	193	1	1	...	1	...	2	5	605	6	8	3	8	3
193. Hughenden	212	215	427	172	172	344	126	127	253	1	2	...	2	...	2	7	851	15	11	8	14	0
194. Indooroopilly	129	131	260	110	106	216	78	74	152	1	...	...	3	...	1	5	615	4	11			
195. Indooroopilly Pocket	155	111	266	124	84	208	87	58	145	1	...	...	2	1	...	4	460	10	7	72	5	0
196. Ingham	77	77	154	60	68	128	42	50	92	1	...	...	1	...	1	3	360	7	2	151	12	8

[Table C—*continued*.

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE during 1898—*continued*.

SCHOOLS.	ATTENDANCE, 1898.									STAFF OF INSTRUCTORS, 1898.							EXPENDITURE, 1898.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£ s. d.	£ s. d.	
STATE SCHOOLS—*continued*.																			
288. Pullen Vale	14	17	31	13	13	26	9	8	17	1	...	...	...	...	...	1	139 8 7		
289. Purga Creek	47	30	77	44	24	68	29	13	42	1	...	...	...	...	1	2	227 15 11		
290. Ramsay	25	19	44	23	18	41	19	16	35	1	...	...	...	...	...	1	198 5 10	42 5 0	
291. Ravenswood	192	161	353	163	136	299	135	109	244	1	2	...	1	1	2	7	740 5 11	2 16 0	
292. Ravenswood Junction	33	34	67	30	30	60	24	22	46	1	...	...	...	...	...	1	102 6 1	646 7 0	From Prov. School, 18th July, 1898.
293. Redbank	19	21	40	16	17	33	12	15	27	1	...	...	...	...	...	1	107 3 7	0 10 0	
294. Redbank Plains	36	24	60	29	22	51	20	15	35	1	...	...	...	...	...	1	174 2 8		
295. Redland Bay	34	41	75	31	38	69	26	33	59	1	...	...	...	...	1	2	261 11 9	66 10 4	
296. Roadvale	35	45	80	31	39	70	24	26	50	1	...	...	...	1	...	2	247 17 5		
ROCKHAMPTON—																			
297. Allenstown	343	263	606	250	206	456	179	149	328	1	1	...	3	1	3	9	1,027 7 7	8 19 6	
298. Central—Boys	699	...	699	561	...	561	409	...	409	1	3	...	1	4	...	9	2,839 12 7	4 9 0	
299. ,, Girls	...	632	632	...	461	461	...	330	330	...	...	1	5	...	3	9			
300. ,, Infants...	133	127	260	155	136	291	109	87	196	...	...	1	2	...	3	6			
301. Crescent Lagoon	70	72	142	56	58	114	44	48	92	1	...	...	1	1	...	3	363 11 6		
302. North—Boys	367	...	367	281	...	281	198	...	198	1	1	...	1	4	...	7	1,360 13 4	0 8 6	
303. ,, Girls and Infants	107	553	660	77	397	474	61	290	351	...	...	1	4	...	5	10			
304. Pink Lily Lagoon	34	27	61	30	23	53	25	18	43	1	...	...	...	...	...	1	120 8 4	142 5 0	
305. Port Curtis Road	67	72	139	61	64	125	46	45	91	1	...	...	1	...	1	3	290 5 2		
306. Rocklea	79	84	163	65	70	135	53	53	106	1	...	...	1	...	1	3	418 13 8	0 11 0	
307. Roma	251	190	441	197	156	353	147	114	261	1	1	...	3	1	2	8	962 3 4	2 13 4	
308. Rosevale	49	34	83	43	31	74	33	24	57	1	...	...	...	...	1	2	278 16 6	7 15 0	
309. Rosewood	91	77	168	73	66	139	57	50	107	1	...	...	1	...	1	3	380 18 2	54 8 9	
310. Samford	31	19	50	29	18	47	22	13	35	1	...	...	...	...	...	1	116 2 0	4 11 0	
311. Sandgate	240	183	423	185	131	316	124	83	207	1	1	...	2	...	2	6	772 4 6	36 3 0	
312. Sandy Creek	29	27	56	23	21	44	15	13	28	1	...	...	...	...	...	1	130 4 11	33 15 0	
313. Sellheim	76	71	147	63	54	117	47	35	82	1	...	...	1	...	1	3	314 14 3	809 4 6	From Prov. School, 24th January, 1898.
314. Seventeen-mile Rocks	14	13	27	10	11	21	7	8	15	1	...	...	...	...	...	1	94 15 9	15 18 0	
315. Sharon	32	48	80	26	39	65	19	23	42	1	...	...	...	1	...	2	265 17 8	10 7 6	
316. Sherwood	149	118	267	128	96	224	95	67	162	1	...	...	2	...	2	5	524 9 9	48 1 4	
317. Southbrook	27	33	60	20	28	48	15	23	38	1	...	...	...	...	...	1	236 17 10	4 16 10	
318. Southport	134	143	277	117	126	243	99	102	201	1	...	...	2	...	2	5	571 3 7	4 7 5	
319. Spring Creek	59	46	105	47	39	86	32	32	64	1	...	...	...	...	1	2	251 17 5		
320. Springside	56	47	103	52	41	93	39	33	72	1	...	...	1	...	..	2	297 2 9	158 10 0	
321. Springsure	94	83	177	74	65	139	56	43	99	1	...	...	1	1	...	3	402 2 5		
322. Spring Valley	17	33	50	16	31	47	13	23	36	1	...	...	...	...	...	1	170 19 11	55 0 0	
323. Stafford	98	87	185	83	76	159	60	55	115	1	...	...	1	...	1	3	434 19 6	2 15 5	
324. Stanthorpe	63	63	126	51	51	102	38	38	76	1	...	...	...	1	1	3	395 15 9	91 5 6	
325. Stanwell	43	32	75	38	28	66	25	18	43	1	...	...	...	...	...	1	220 4 0		
326. St. George	83	104	187	68	87	155	50	64	114	1	...	...	1	...	1	3	416 17 11	1 2 0	
327. St. Lawrence	64	56	120	49	55	104	40	46	86	1	...	...	1	1	...	3	386 8 7	1 10 0	

328. Sugarloaf	30	35	65	27	29	56	19	23	42	1	...	...	...	...	...	1	234	5	7			
329. Surat	54	48	102	46	40	86	34	28	62	1	...	...	1	...	...	2	312	8	10	98	3	6
330. Swan Creek	56	55	111	46	48	94	28	29	57	1	...	...	1	...	...	2	314	1	3	88	2	0
331. Swanfels	37	47	84	33	42	75	22	27	49	1	...	...	1	...	...	2	249	1	9			
332. Tallebudgera	16	20	36	14	16	30	9	9	18	1	...	...	...	...	...	1	109	1	4	7	9	0
333. Tallegalla	50	38	88	43	33	76	37	29	66	1	...	...	1	...	...	2	295	1	4			
334. Tambo	65	51	116	46	39	85	28	24	52	1	...	...	...	...	1	2	273	7	1			
335. Tarampa	54	48	102	49	46	95	44	40	84	1	...	...	1	...	...	2	336	12	6			
336. Taroom	51	59	110	42	50	92	31	37	68	1	...	...	1	...	...	2	316	0	6	97	17	6
337. Te Kowai	45	42	87	37	34	71	25	20	45	1	...	...	...	...	1	2	215	12	2	100	7	6
338. Templin	41	35	76	38	31	69	26	22	48	1	...	...	...	1	...	2	252	18	10	15	9	6
339. Tent Hill, Lower	35	20	55	29	18	47	16	11	27	1	...	...	...	...	...	1	171	9	5			
340. ,, Upper	28	27	55	25	22	47	17	12	29	1	...	...	...	...	...	1	106	0	8			
341. Terrors Creek	38	38	76	35	33	68	28	26	54	1	...	...	1	...	...	2	304	15	1	1	2	0
342. Teviotville	63	68	131	60	62	122	41	43	84	1	...	...	1	...	...	2	335	18	8	97	0	0
343. Tewantin	47	34	81	37	27	64	29	21	50	1	...	...	1	...	...	2	256	2	7	9	4	6
344. Thargomindah	52	46	98	43	38	81	29	24	53	1	1	...	...	...	...	2	291	7	9	455	0	0
345. Thornborough	10	20	30	9	17	26	7	12	19	1	...	...	...	...	...	1	152	16	1	10	0	0
346. Thornton	27	19	46	22	17	39	17	13	30	1	...	...	...	...	...	1	166	3	2	39	10	0
347. Thursday Island	56	62	118	41	45	86	30	32	62	1	...	...	...	...	1	2	302	16	9	89	10	0
348. Tiaro	108	99	207	99	84	183	70	54	124	1	...	...	2	...	1	4	456	7	2	6	19	0
349. Tinana	156	117	273	122	89	211	100	68	168	1	1	...	...	...	2	4	475	18	0	2	0	0
350. Tingalpa	42	34	76	34	31	65	27	23	50	1	...	...	...	...	1	2	221	7	7	0	15	0
351. Tivoli	46	38	84	41	33	74	31	23	54	1	...	...	1	...	...	2	292	5	10	3	3	6
352. Toolburra South	17	17	34	14	14	28	9	8	17	...	...	1	...	...	...	1	79	8	10			
TOOWOOMBA—																						
353. East	311	250	561	212	173	385	158	128	286	1	2	...	2	1	2	8	960	0	3	5	9	0
354. Middle Ridge	101	101	202	88	93	181	70	77	147	1	...	...	3	...	...	4	585	12	11	1	0	0
355. North—Boys	458	...	458	360	...	360	271	...	271	1	2	...	1	4	...	8	1,680	5	2	267	17	7
356. ,, Girls and Infants	124	383	507	80	317	397	58	239	297	...	...	1	5	...	2	8						
357. South—Boys	306	...	306	223	...	223	166	...	166	1	1	...	...	3	...	5	1,541	9	10	32	5	11
358. ,, Girls	...	306	306	...	247	247	...	184	184	...	...	1	3	...	3	7						
359. ,, Infants	89	80	169	58	50	108	43	35	78	...	...	1	...	...	2	3						
360. Torbanlea	69	69	138	60	60	120	47	44	91	1	...	...	1	...	1	3	379	4	5	163	6	0
TOWNSVILLE—																						
361. Central—Boys	285	...	285	209	...	209	154	...	154	1	3	...	...	...	1	5	1,321	4	5	10	9	6
362. ,, Girls and Infants	79	329	408	60	268	328	39	188	227	...	...	1	4	...	2	7						
363. Mundingburrah	142	125	267	99	95	194	68	68	136	1	1	...	1	...	1	4	603	0	5	8	10	6
364. North	175	87	262	135	69	204	99	54	153	1	...	...	1	...	2	4	428	8	9	2	10	0
365. Ross Island	350	341	691	304	287	591	227	208	435	1	3	...	3	1	4	12	1,431	5	8	31	5	0
366. West	438	411	849	347	299	646	264	215	479	1	3	...	6	...	4	14	1,320	8	2	2	9	0
367. Tummaville	16	14	30	14	13	27	8	9	17	1	...	...	...	...	...	1	112	6	8	0	11	0
368. Umbiram	27	22	49	20	19	39	16	15	31	1	...	...	...	...	...	1	142	19	6			
369. Urangan	34	25	59	30	22	52	22	16	38	1	...	...	...	...	...	1	217	7	0	0	10	0
370. Veresdale	29	27	56	21	20	41	15	16	31	1	...	...	...	...	...	1	166	1	6	43	17	0
371. Walkerston	120	106	226	89	93	182	66	66	132	1	1	...	...	...	2	4	500	10	11	24	17	6
372. Wallangarra	37	33	70	34	27	61	28	23	51	1	...	...	...	1	...	2	266	6	1	48	16	9
373. Walloon	44	37	81	37	30	67	28	22	50	1	...	...	...	...	1	2	227	4	4	0	10	0
374. Wallumbilla	52	57	109	46	49	95	29	33	62	1	...	...	1	...	...	2	333	3	4	54	19	6
375. Warner	33	35	68	28	29	57	21	21	42	1	...	...	...	...	...	1	212	15	8			
376. Warra	23	22	45	20	19	39	16	14	30	1	...	...	...	...	...	1	208	16	7			
377. Warrill Creek	33	26	59	29	22	51	23	16	39	1	...	...	...	...	...	1	209	7	5			
WARWICK—																						
378. East	89	66	155	62	44	106	41	28	69	1	...	...	1	...	1	3	441	19	8	0	14	0
379. West—Boys	304	...	304	255	...	255	198	...	198	1	2	...	1	2	...	6	1,321	10	7	2	9	0
380. ,, Girls and Infants	79	282	361	51	236	287	33	163	196	...	...	1	2	...	3	6						
381. Waterford	65	69	134	60	61	121	43	45	88	1	...	...	1	1	...	3	416	17	7	50	12	3

Table C—*continued.*

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1898—*continued.*

Schools.	Attendance, 1898.									Staff of Instructors, 1898.							Expenditure, 1898.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£ s. d.	£ s. d.	
STATE SCHOOLS—*continued.*																			
382. Watsonville...	30	29	59	26	26	52	24	22	46	1	...	...	...	...	1	2	255 18 5		
383. Wellington Point	53	52	105	49	42	91	38	32	70	1	...	...	1	..	...	2	366 1 2	6 5 0	
384. Westwood	39	50	89	35	44	79	23	30	53	1	...	...	1	...	...	2	329 10 11		
385. Wilsonton	68	64	132	61	58	119	45	40	85	1	...	...	1	1	...	3	281 6 9	581 9 6	From Prov. School, 11th April, 1898.
386. Winton	117	93	210	96	82	178	73	62	135	1	1	...	1	...	1	4	616 14 0		
387. Wivenhoe	9	7	16	8	7	15	6	4	10	...	...	1	...	...	...	1	66 15 6		
388. Woodford...	27	27	54	23	23	46	15	15	30	1	...	...	...	...	...	1	150 4 5	3 16 0	
389. Woodview	26	26	52	24	22	46	14	14	28	1	...	...	...	...	...	1	170 18 10		
390. Woombye...	42	37	79	31	27	58	24	20	44	1	...	...	...	...	1	2	195 7 1		
391. Woongarra	17	34	51	14	26	40	9	15	24	1	...	...	...	...	...	1	168 4 1		
392. Wynnum	153	123	276	99	80	179	59	44	103	1	...	...	1	...	1	3	376 5 4		
393. Yaamba	15	14	29	11	9	20	9	7	16	...	...	1	...	...	...	1	85 9 9	94 0 0	
394. Yangan	66	60	126	57	47	104	44	36	80	1	...	...	1	...	...	2	340 7 1	114 0 0	
395. Yengarie	50	41	91	40	35	75	33	27	60	1	...	...	1	...	...	2	309 5 9	12 5 0	
396 Yeppoon	52	53	105	46	41	87	34	28	62	1	...	...	1	...	...	2	303 8 11	17 0 0	
397. Yeronga	103	105	208	91	87	178	71	63	134	1	1	...	1	1	...	4	550 0 11	1 11 2	
398. Yeulba	75	62	137	63	51	114	46	38	84	1	...	...	1	1	...	3	393 18 8	0 15 0	
399. Zillmere	72	76	148	59	69	128	43	50	93	1	...	...	1	...	1	3	391 13 5	67 5 0	
PROVISIONAL SCHOOLS.																			
1. Accommodation Creek	18	21	39	15	19	34	11	13	24	1	...	...	...	...	...	1	105 1 5	7 11 0	
2. Adavale	22	24	46	18	21	39	15	16	31	...	...	1	...	...	...	1	114 2 8		
3. Airdale	18	13	31	14	9	23	9	6	15	...	...	1	...	...	...	1	83 10 5		
4. Albionville	15	22	37	13	18	31	9	11	20	1	...	...	...	...	...	1	92 13 11		
5. Alligator Creek	6	11	17	6	11	17	4	9	13	...	...	1	...	...	...	1	75 3 2		
6. Alton Downs	27	22	49	24	19	43	17	12	29	...	...	1	...	...	...	1	77 11 11		
7. Amby	31	29	60	21	20	41	11	14	25	1	...	...	...	..	...	1	84 17 9	10 15 0	
8. Anakie	18	22	40	18	19	37	14	15	29	1	...	...	...	...	...	1	87 8 2		
9. Annievale	4	5	9	4	5	9	4	5	9	...	...	1	...	...	...	1	67 13 7		
10. Arrilalah	10	9	19	7	7	14	5	6	11	...	...	1	...	...	...	1	72 16 3		
11. Atherton	24	15	39	18	14	32	13	10	23	1	...	...	...	...	...	1	113 8 7	13 16 0	
12. Atkinson's Lagoon	32	20	52	28	13	41	19	12	31	1	...	...	...	...	...	1	115 15 8		
13. Avondale	13	12	25	10	8	18	8	7	15	1	...	...	...	...	...	1	91 14 3		
14. Ayton	9	7	16	8	6	14	7	6	13	1	...	...	...	...	...	1	114 3 4		
15. Balmoral	7	15	22	4	11	15	2	7	9	1	...	...	...	...	...	1	68 11 11	38 16 3	Opened 2nd May, 1898.
16. Barker's Creek	12	13	25	10	11	21	8	7	15	...	...	1	...	...	...	1	73 15 3		
17. Bathampton	17	27	41	14	22	36	7	10	17	...	...	1	...	...	...	1	93 18 8	12 0 0	
18. Bemersyde	16	14	30	15	14	29	13	11	24	...	...	1	...	...	...	1	78 13 6		
19. Beranga Bridge	12	9	21	7	5	12	5	4	9	1	...	...	...	...	...	1	84 10 0		
20. Bergen	31	21	52	29	20	49	20	12	32	...	...	1	...	...	...	1	84 1 4		

328. Sugarloaf	30	35	65	27	29	56	19	23	42	1	...	...	...	...	...	1	234	5	7			
329. Surat	54	48	102	46	40	86	34	28	62	1	...	...	1	...	...	2	312	8	10	98	3	6
330. Swan Creek	56	55	111	46	48	94	28	29	57	1	...	...	1	...	...	2	314	1	3	88	2	0
331. Swanfels	37	47	84	33	42	75	22	27	49	1	...	...	1	...	...	2	249	1	9			
332. Tallebudgera	16	20	36	14	16	30	9	9	18	1	...	...	...	...	...	1	109	1	4	7	9	0
333. Tallegalla	50	38	88	43	33	76	37	29	66	1	...	...	1	...	...	2	295	1	4			
334. Tambo	65	51	116	46	39	85	28	24	52	1	...	...	...	...	1	2	273	7	1			
335. Tarampa	54	48	102	49	46	95	44	40	84	1	...	...	1	...	...	2	336	12	6			
336. Taroom	51	59	110	42	50	92	31	37	68	1	...	...	1	...	...	2	316	0	6	97	17	6
337. Te Kowai	45	42	87	37	34	71	25	20	45	1	...	...	...	...	1	2	215	12	2	100	7	6
338. Templin	41	35	76	38	31	69	26	22	48	1	...	...	...	1	...	2	252	18	10	15	9	6
339. Tent Hill, Lower	35	20	55	29	18	47	16	11	27	1	...	...	...	...	...	1	171	9	5			
340. ,, Upper	28	27	55	25	22	47	17	12	29	1	...	...	...	...	...	1	106	0	8			
341. Terrors Creek	38	38	76	35	33	68	28	26	54	1	...	...	1	...	...	2	304	15	1	1	2	0
342. Teviotville	63	68	131	60	62	122	41	43	84	1	...	...	1	...	...	2	335	18	8	97	0	0
343. Tewantin	47	34	81	37	27	64	29	21	50	1	...	...	1	...	...	2	256	2	7	9	4	6
344. Thargomindah	52	46	98	43	38	81	29	24	53	1	1	...	...	...	...	2	291	7	9	455	0	0
345. Thornborough	10	20	30	9	17	26	7	12	19	1	...	...	...	...	...	1	152	16	1	10	0	0
346. Thornton	27	19	46	22	17	39	17	13	30	1	...	...	...	...	...	1	166	3	2	39	10	0
347. Thursday Island	56	62	118	41	45	86	30	32	62	1	...	...	...	...	1	2	302	16	9	89	10	0
348. Tiaro	108	99	207	99	84	183	70	54	124	1	...	...	2	...	1	4	456	7	2	6	19	0
349. Tinana	156	117	273	122	89	211	100	68	168	1	1	...	...	...	2	4	475	18	0	2	0	0
350. Tingalpa	42	34	76	34	31	65	27	23	50	1	...	...	...	...	1	2	221	7	7	0	15	0
351. Tivoli	46	38	84	41	33	74	31	23	54	1	...	...	1	...	...	2	292	5	10	3	3	6
352. Toolburra South	17	17	34	14	14	28	9	8	17	...	...	1	...	...	...	1	79	8	10			
TOOWOOMBA—																						
353. East	311	250	561	212	173	385	158	128	286	1	2	...	2	1	2	8	960	0	3	5	9	0
354. Middle Ridge	101	101	202	88	93	181	70	77	147	1	...	...	3	...	...	4	585	12	11	1	0	0
355. North—Boys	458	...	458	360	...	360	271	...	271	1	2	...	1	4	...	8	1,680	5	2	267	17	7
356. ,, Girls and Infants	124	383	507	80	317	397	58	239	297	...	...	1	5	...	2	8						
357. South—Boys	306	...	306	223	...	223	166	...	166	1	1	...	...	3	...	5	1,541	9	10	32	5	11
358. ,, Girls	...	306	306	...	247	247	...	184	184	...	...	1	3	...	3	7						
359. ,, Infants	89	80	169	58	50	108	43	35	78	...	...	1	...	...	2	3						
360. Torbanlea	69	69	138	60	60	120	47	44	91	1	...	...	1	...	1	3	379	4	5	163	6	0
TOWNSVILLE—																						
361. Central—Boys	285	...	285	209	...	209	154	...	154	1	3	...	...	...	1	5	1,321	4	5	10	9	6
362. ,, Girls and Infants	79	329	408	60	268	328	39	188	227	...	...	1	4	...	2	7						
363. Mundingburrah	142	125	267	99	95	194	68	68	136	1	1	...	1	...	1	4	603	0	5	8	10	6
364. North	175	87	262	135	69	204	99	54	153	1	...	...	1	...	2	4	428	8	9	2	10	0
365. Ross Island	350	341	691	304	287	591	227	208	435	1	3	...	3	1	4	12	1,431	5	8	31	5	0
366. West	438	411	849	347	299	646	264	215	479	1	3	...	6	...	4	14	1,320	8	2	2	9	0
367. Tummaville	16	14	30	14	13	27	8	9	17	1	...	...	...	...	...	1	112	6	3	0	11	0
368. Umbirom	27	22	49	20	19	39	16	15	31	1	...	...	...	...	...	1	142	19	6			
369. Urangan	34	25	59	30	22	52	22	16	38	1	...	...	...	...	...	1	217	7	0	0	10	0
370. Veresdale	29	27	56	21	20	41	15	16	31	1	...	...	...	...	...	1	166	1	6	43	17	0
371. Walkerston	120	106	226	89	93	182	66	66	132	1	1	...	...	...	2	4	500	10	11	24	17	6
372. Wallangarra	37	33	70	34	27	61	28	23	51	1	...	...	...	1	...	2	266	6	1	48	16	9
373. Walloon	44	37	81	37	30	67	28	22	50	1	...	...	...	...	1	2	227	4	4	0	10	0
374. Wallumbilla	52	57	109	46	49	95	29	33	62	1	...	...	1	...	...	2	333	3	4	54	19	6
375. Warner	33	35	68	28	29	57	21	21	42	1	...	...	...	...	...	1	212	15	8			
376. Warra	23	22	45	20	19	39	16	14	30	1	...	...	...	...	...	1	208	16	7			
377. Warrill Creek	33	26	59	29	22	51	23	16	39	1	...	...	...	...	...	1	209	7	5			
WARWICK—																						
378. East	89	66	155	62	44	106	41	28	69	1	...	...	1	...	1	3	441	19	8	0	14	0
379. West—Boys	304	...	304	255	...	255	198	...	198	1	2	...	1	2	...	6	1,321	10	7	2	9	0
380. ,, Girls and Infants	79	282	361	51	236	287	33	163	196	...	...	1	2	...	3	6						
381. Waterford	65	69	134	60	61	121	43	45	88	1	...	...	1	1	...	3	416	17	7	50	12	3

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1898—*continued.*

Schools.	Attendance, 1898.									Staff of Instructors, 1898.							Expenditure, 1898.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
81. Coleyville	14	11	25	13	9	22	10	7	17	1	...	...	...	...	...	1	94 9 0		
82. Columboola	16	11	27	13	10	23	11	8	19	...	...	1	...	...	...	1	78 14 4		
83. Coochin Creek	13	19	32	11	16	27	6	11	17	...	...	1	...	...	...	1	73 7 9		
84. Coolabunia	23	23	46	20	20	40	14	16	30	1	...	...	...	...	...	1	114 17 9	50 10 0	
85. Cooran	28	24	52	23	22	45	14	12	26	...	...	1	...	...	...	1	77 11 5		
86. Cooroora	12	8	20	10	6	16	8	5	13	...	...	1	...	...	...	1	80 0 10	0 14 8	Opened 17th Jan., 1898.
87. Cootharaba Road	45	40	85	36	32	68	21	18	39	1	...	...	...	...	...	1	97 6 1		
88. Coowonga	10	10	20	10	8	18	9	6	15	...	...	1	...	...	...	1	73 7 2		
89. Cordalba	61	63	124	55	54	109	40	39	79	1	...	...	1	...	...	2	187 7 11		
90. Crocodile Creek	49	35	84	43	30	73	29	20	49	1	...	...	1	...	...	2	109 4 3		
91. Cross Roads	12	13	25	11	12	23	8	8	16	...	...	1	...	...	...	1	74 5 2		
92. Croydon King	21	30	51	19	23	42	16	18	34	1	...	...	...	...	...	1	142 10 3		
93. Cumonju	24	23	47	22	23	45	16	14	30	1	...	...	...	...	...	1	112 10 9		
94. Curra	28	18	46	21	16	37	15	10	25	...	...	1	...	...	...	1	85 15 10		
95. Currigee	12	12	24	8	8	16	6	6	12	1	...	...	...	...	...	1	93 16 6		
96. Currumbin Creek	9	7	16	9	7	16	8	5	13	1	...	...	...	...	...	1	92 17 1		
97. Dahmongah	20	18	38	17	14	31	12	11	23	...	...	1	...	...	...	1	84 12 7		
98. Dalysford	12	12	24	9	11	20	7	9	16	...	...	1	...	...	...	1	73 1 1		
99. Darlington	31	16	47	29	14	43	22	10	32	1	...	...	...	...	...	1	116 2 6	10 0 0	
100. Deborah	17	8	25	14	7	21	9	4	13	1	...	...	...	...	...	1	94 12 5		
101. Deception Bay	4	14	18	4	11	15	2	7	9	...	...	1	...	...	...	1	64 2 6		
102. Deep Lead	21	19	40	16	17	33	11	13	24	1	...	...	...	...	...	1	113 5 3		
103. Degilbo	25	13	38	22	12	34	16	9	25	...	...	1	...	...	...	1	81 14 5		
104. Delaney's Creek	14	13	27	10	12	22	7	7	14	...	...	1	...	...	...	1	73 1 1		
105. Dildillibah	16	23	39	10	18	28	7	12	19	1	...	...	...	...	...	1	100 9 0		
106. Djuan	17	22	39	14	19	33	10	13	23	1	...	...	...	...	...	1	95 14 8		
107. Doctor's Creek	20	39	59	17	34	51	12	22	34	1	...	...	...	...	...	1	94 3 9		
108. Domville	12	8	20	12	8	20	8	5	13	...	...	1	...	...	...	1	59 3 8		
109. Donnybrook	11	10	21	8	10	18	6	9	15	1	...	...	...	...	...	1	58 0 3	45 10 0	Opened 1st Sept., 1898.
110. Doongal, Lower	15	10	25	14	9	23	9	6	15	...	...	1	...	...	...	1	72 8 4		
111. Double Island Point	5	3	8	5	2	7	4	2	6	...	...	1	...	...	...	1	34 12 10		
112. Douglas Creek	12	9	21	9	8	17	6	7	13	1	...	...	...	...	...	1	103 10 4		
113. Dow's Creek	11	18	29	8	16	24	6	12	18	...	...	1	...	...	...	1	93 16 11		
114. Drummer's Creek	16	16	32	13	13	26	10	9	19	...	...	1	...	...	...	1	71 6 10		
115. Dry Paddock	11	4	15	10	4	14	9	3	12	...	...	1	...	...	...	1	60 3 8		
116. Duaringa	34	32	66	30	26	56	23	20	43	...	...	1	...	...	...	1	94 19 11		
117. Duingal	12	9	21	10	8	18	6	6	12	...	...	1	...	...	...	1	71 1 0		
118. Dulong	17	10	27	14	7	21	11	4	15	...	...	1	...	...	...	1	78 12 11		
119. Dundas	20	12	32	19	12	31	16	10	26	...	...	1	...	...	...	1	27 2 3	...	Re-opened 20th Sept., 1898.
120. Dundowran	17	18	35	11	16	27	6	10	16	...	...	1	...	...	...	1	70 14 4		
121. Dunmora	16	11	27	12	8	20	9	5	14	1	...	...	...	...	...	1	94 0 4		

122. Durham	14	11	25	8	9	17	6	8	14	1	...	...	...	...	...	1	125 19 3		
123. Durundur	7	8	15	6	6	12	5	4	9	...	...	1	...	...	...	1	70 11 8		
124. East Prairie	6	4	10	4	8	7	4	2	6	...	...	1	...	...	...	1	36 11 0	...	Closed 31st July, 1898.
125. Elbow Valley	23	13	36	22	13	35	14	9	23	...	...	1	...	...	...	1	84 5 5	12 0 0	
126. Electra	8	8	16	7	8	15	6	7	13	...	...	1	...	...	...	1	69 9 3		
127. Ellangowan	16	7	23	12	6	18	8	4	12	...	...	1	...	...	...	1	84 8 10		
128. Elphinstone	11	14	25	7	11	18	4	7	11	...	...	1	...	...	...	1	69 8 4		
129. Eromanga	13	10	23	8	8	16	7	6	13	...	...	1	...	...	...	1	92 6 0		
130. Etna Creek	13	16	29	13	15	28	11	12	23	...	...	1	...	...	...	1	84 12 2		
131. Eton Vale	17	13	30	14	13	27	10	11	21	1	...	...	...	...	...	1	89 16 8		
132. Eudlo	19	21	40	18	18	36	13	12	25	...	...	1	...	...	...	1	89 18 5		
133. Eulo	16	17	33	13	14	27	9	9	18	1	...	...	...	...	...	1	122 10 2		
134. Eumundi	22	22	44	16	19	35	10	13	23	...	...	1	...	...	...	1	79 16 7		
135. Eungella	8	8	16	6	8	14	5	7	12	1	...	...	...	...	...	1	103 8 2		
136. Euthulla	27	21	48	24	19	43	19	14	33	...	...	1	...	...	...	1	92 11 7	6 7 6	
137. Evelyn Scrub	9	8	17	9	7	16	8	6	14	...	...	1	...	...	...	1	77 4 10		
138. Evergreen	12	18	30	10	16	26	7	7	14	...	...	1	...	...	...	1	69 18 3		
139. Evlinton	11	15	26	10	12	22	8	9	17	1	...	...	...	...	...	1	100 1 1		
140. Fairhill	14	23	37	14	20	34	10	15	25	...	...	1	...	...	...	1	85 13 3		
141. Fairney View	32	19	51	21	16	37	13	11	24	1	...	...	...	...	...	1	104 14 7		
142. Fairymead	19	32	51	14	22	36	9	15	24	...	...	1	...	...	...	1	80 1 10		
143. Ferndale	21	13	34	14	9	23	9	7	16	...	...	1	...	...	...	1	75 9 5		
144. Flagstone Creek	21	31	52	18	24	42	13	17	30	1	...	...	...	...	...	1	107 17 5		
145. Flat Top	1	4	5	1	4	5	1	4	5	...	...	1	...	...	...	1	25 7 9		
146. Forbes Creek	7	4	11	7	4	11	5	3	8	...	...	1	...	...	...	1	53 2 1		
147. Fordsdale	15	16	31	14	14	28	11	11	22	1	...	...	...	...	...	1	102 14 1		
148. Forest Hill	43	36	79	34	28	62	23	19	42	...	...	1	...	...	...	1	93 11 8		
149. Freshwater	40	20	60	34	17	51	21	12	33	1	...	...	...	...	...	1	124 3 9	12 0 0	
150. Gindie	16	15	31	14	14	28	10	10	20	...	...	1	...	...	...	1	91 6 2	50 0 0	
151. Girofla	15	14	29	14	12	26	10	9	19	...	...	1	...	...	...	1	59 17 10	45 0 0	Opened 4th July, 1898.
152. Givelda	11	12	23	9	11	20	6	7	13	1	...	...	...	...	...	1	93 16 9		
153. Gladfield	16	27	43	12	22	34	7	14	21	...	...	1	...	...	...	1	82 16 2		
154. Glastonbury Creek	13	17	30	12	15	27	9	11	20	1	...	...	...	...	...	1	101 9 3		
155. Glenaven	12	18	30	11	17	28	8	11	19	1	...	...	...	...	...	1	95 12 3		
156. Gleneagle	17	18	35	13	15	28	7	7	14	1	...	...	...	...	...	1	85 7 0		
157. Glengallan	10	14	24	6	12	18	4	9	13	1	...	...	...	...	...	1	93 12 9		
158. Goganjo	15	10	25	13	9	22	9	6	15	1	...	...	...	...	...	1	93 10 2		
159. Golden Gate	85	88	173	63	63	126	51	47	98	1	2	...	...	...	...	3	448 18 9		
160. Goondi	15	13	28	10	8	18	8	5	13	...	...	1	...	...	...	1	86 0 11	50 0 0	Opened 17th Feb., 1898.
161. Goondiwindi East	17	18	35	17	17	34	13	15	28	1	...	...	...	...	...	1	55 3 3	45 0 0	Opened 4th July, 1898.
162. Gootchie	23	16	39	14	12	26	10	8	18	...	...	1	...	...	...	1	71 16 11		
163. Gowrie Estate	18	25	43	16	22	38	9	12	21	1	...	...	...	...	...	1	62 8 10	50 0 0	Opened 4th July, 1898.
164. Grantham Scrub	17	25	42	16	21	37	9	12	21	...	...	1	...	...	...	1	84 3 6		
165. Grass-tree	13	6	19	12	5	17	10	4	14	...	...	1	...	...	...	1	70 3 7		
166. Greenbank	10	12	22	9	11	20	6	7	13	...	...	1	...	...	...	1	73 12 7	3 13 1	
167. Greenwood	10	11	21	8	10	18	6	8	14	1	...	...	...	...	...	1	76 18 3		
168. Gregor's Creek	20	8	28	20	8	28	17	6	23	1	...	...	...	...	...	1	86 13 0		
169. Grosvenor Flat	13	13	26	12	9	21	7	6	13	...	...	1	...	...	...	1	76 6 7		
170. Gunalda	19	15	34	19	14	33	16	10	26	...	...	1	...	...	...	1	84 1 7		
171. Gundiah	17	18	35	15	17	32	14	15	29	1	...	...	...	...	...	1	58 7 2	50 0 0	Opened 13th June, 1898.
172. Habana	27	19	46	24	16	40	18	12	30	1	...	...	...	...	...	1	93 1 5		
173. Hampden	22	16	38	17	14	31	11	9	20	1	...	...	...	...	...	1	104 8 4		
174. Helidon Scrub	20	27	47	17	25	42	10	14	24	1	...	...	...	...	...	1	105 6 9	5 5 0	
175. Hessenburg	18	17	35	17	16	33	12	10	22	1	...	...	...	...	...	1	100 2 0		
176. Hill Top	7	11	18	7	10	17	6	10	16	1	...	...	...	...	...	1	94 3 9		
177. Homestead	13	19	32	12	17	29	9	14	23	1	...	...	...	...	...	1	113 2 9		
178. Hopetoun	25	28	53	19	21	40	14	15	29	...	...	1	...	...	...	1	92 11 5		
179. Horton	58	52	110	41	38	79	25	24	49	1	1	...	...	...	...	2	203 18 2		
180. Hughenden North	19	9	28	15	7	22	11	5	16	...	...	1	...	...	...	1	88 8 7		
181. Humpy Bong	7	12	19	6	10	16	4	6	10	...	...	1	...	...	...	1	73 19 0		

Table C—continued.

List of Provisional Schools, with the Attendance, Staffs Employed

1899.

ATTENDANCE, 1898.

Schools.	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.													Remarks.
										Males.		Females.											
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£	s.	d.				
IONAL SCHOOLS—continued.																							
e	14	11	25	13	9	22	10	7	17	1	...	...	...	...	...	1	94	5	9				
ola	16	11	27	13	10	23	11	8	19	...	...	1	...	...	...	1	73	14	4				
Creek	13	19	32	11	16	27	6	11	17	...	...	1	...	...	...	1	73	7	9				
anin	23	23	46	20	20	40	14	16	30	1	...	...	...	...	...	1	114	17	9				
an	28	24	52	23	22	45	14	12	26	...	...	1	...	...	...	1	77	11	5				
aroorn	12	8	20	10	6	16	8	5	13	...	...	1	...	...	...	1	80	0	10	0	14	8	
Coothurabs Road	45	40	85	36	32	68	21	18	39	1	...	...	...	...	...	1	97	6	1				
Coowonga	10	10	20	10	8	18	9	6	15	...	...	1	...	...	...	1	73	7	2				
Cordalba	61	63	124	55	54	109	40	39	79	1	...	...	1	...	...	2	187	7	11				
90. Crocodile Creek	49	35	84	43	30	73	29	20	49	1	...	...	1	...	...	2	109	4	3				
Cross Roads	12	13	25	11	12	23	8	8	16	...	...	1	...	...	...	1	74	5	2				
Croydon King	21	30	51	19	23	42	16	18	34	1	...	...	...	...	...	1	142	10	3				
umonju	24	23	47	22	23	45	16	14	30	1	...	...	...	...	...	1	112	10	9				
urra	28	18	46	21	16	37	15	10	25	...	...	1	...	...	...	1	85	15	10				
urragee	12	12	24	8	8	16	6	6	12	1	...	...	...	...	...	1	93	16	6				
urrumbin Creek	9	7	16	9	7	16	8	5	13	1	...	...	...	...	...	1	92	17	1				
Dalmongah	20	18	38	17	14	31	12	11	23	...	...	1	...	...	...	1	84	12	7				
98. Dalysford	12	12	24	9	11	20	7	9	16	...	...	1	...	...	...	1	73	1	1				
99. Darlington	31	16	47	29	14	43	22	10	32	1	...	...	...	...	...	1	116	2	6	10	0	0	
100. Deborah	17	8	25	14	7	21	9	4	13	1	...	...	...	...	...	1	94	12	5				
101. Deception Bay	4	14	18	4	11	15	2	7	9	...	...	1	...	...	...	1	64	2	6				
102. Deep Lead	21	19	40	16	17	33	11	13	24	1	...	...	...	...	...	1	113	5	3				
103. Degilbo	25	13	38	22	12	34	16	9	25	...	...	1	...	...	...	1	81	14	5				
104. Delaney's Creek	14	13	27	10	12	22	7	7	14	...	...	1	...	...	...	1	73	1	1				
105. Diddillibah	16	23	39	10	18	28	7	12	19	1	...	...	...	...	...	1	100	9	0				
106. Djuan	17	22	39	14	19	33	10	13	23	1	...	...	...	...	...	1	95	14	8				
107. Doctor's Creek	20	39	59	17	34	51	12	22	34	1	...	...	...	...	...	1	94	3	9				
108. Donville	12	8	20	12	8	20	8	5	13	...	...	1	...	...	...	1	59	3	8				
109. Donnybrook	11	10	21	8	10	18	6	9	15	1	...	...	...	...	...	1	58	0	3	45	10	0	Opened 1st Sept., 1898.
110. Doongal, Lower	15	10	25	14	9	23	9	6	15	...	...	1	...	...	...	1	72	8	4				
111. Double Island Point	5	3	8	5	2	7	4	2	6	...	...	1	...	...	...	1	34	12	10				
112. Douglas Creek	12	9	21	9	8	17	6	7	13	1	...	...	...	...	...	1	103	10	4				
113. Dow's Creek	11	18	29	8	16	24	6	12	18	...	...	1	...	...	...	1	93	16	11				
114. Drummer's Creek	16	16	32	13	13	26	10	9	19	...	...	1	...	...	...	1	71	6	10				
115. Dry Paddock	11	4	15	10	4	14	9	3	12	...	...	1	...	...	...	1	60	3	8				
116. Duaringa	34	32	66	30	26	56	23	20	43	...	...	1	...	...	...	1	94	19	11				
117. Duingal	12	9	21	10	8	18	6	6	12	...	...	1	...	...	...	1	71	1	0				
118. Dulong	17	10	27	14	7	21	11	4	15	...	...	1	...	...	...	1	73	12	11				
119. Dundas	20	12	32	19	12	31	16	10	26	...	...	1	...	...	...	1	27	2	3	...			Re-opened 20th Sept., 1898.
120. Dundowran	17	18	35	11	16	27	6	10	18	...	...	1	...	...	...	1	70	14	4				
121. Dunmora	[illegible]	11	27	12	8	20	9	5	14	1	...	...	...	...	...	1	[illegible]	0	4				

223. Mackinlay	12	14	26	10	9	19	8	7	15	...	...	1	...	..	...	1	92 6 0		
224. Macknade	13	11	24	10	10	20	8	6	14	...	...	1	...	...	...	1	73 9 7		
225. Macrossan Bridge	27	24	51	24	18	42	15	9	24	...	...	1	...	...	...	1	106 14 9		
226. Maleny	10	15	25	9	14	23	6	10	16	...	...	1	...	...	...	1	79 8 0		
227. Mareeba	110	123	233	82	98	180	62	73	135	1	1	...	1	...	1	4	412 12 3	18 16 0	
228. Mareeba Gold Field	18	21	39	16	19	35	13	16	29	...	...	1	...	...	...	1	94 6 3		
229. Marian	46	46	92	36	40	76	23	24	47	1	...	...	1	...	...	2	193 15 9		
230. Maroon	18	17	35	16	14	30	10	7	17	1	...	...	...	...	...	1	92 16 10		
231. Martintown	9	12	21	7	10	17	5	7	12	...	...	1	...	...	...	1	81 5 3		
232. Marton	27	17	44	18	11	29	15	9	24	1	...	...	...	...	...	1	95 7 0		
233. Maudsland	20	20	40	18	14	32	12	9	21	1	...	...	...	...	...	1	105 4 9	20 0 0	
234. Merinda	33	35	68	24	24	48	15	15	30	...	...	1	...	...	...	1	96 12 4	...	Opened 17th Jan., 1898.
235. Merryvale	17	16	33	15	14	29	9	8	17	...	...	1	...	...	...	1	73 10 7		
236. Milford	30	31	61	24	27	51	17	18	35	1	...	...	...	...	...	1	110 9 5		
237. Milsted	15	14	29	14	12	26	10	10	20	...	...	1	...	...	...	1	68 7 10		
238. Mingo	6	8	14	6	8	14	4	7	11	1	...	...	...	...	...	1	29 0 3	...	Opened 15th Aug., 1898.
239. Miriam Vale	23	20	43	20	16	36	11	10	21	...	...	1	...	...	...	1	80 6 1		
240. Miva	9	13	22	8	12	20	6	8	14	...	...	1	...	...	...	1	73 16 3		
241. Mocatty's Corner	13	10	23	11	10	21	7	7	14	...	...	1	...	...	...	1	73 13 3		
242. Monal	45	33	78	40	25	65	25	18	43	...	...	1	1	...	...	2	151 17 0		
243. Monkey Waterholes	30	25	55	28	22	50	21	16	37	1	...	...	...	...	...	1	96 2 5		
244. Moolboolaman	11	12	23	10	11	21	6	8	14	...	...	1	...	...	...	1	73 6 8		
245. Mooloolah	9	13	22	7	11	18	5	8	13	...	...	1	...	...	...	1	73 8 7		
246. Mooloolah Plains	11	8	19	10	7	17	7	5	12	...	...	1	...	...	...	1	73 1 10		
247. Moombra	11	16	27	10	15	25	7	13	20	1	...	...	...	...	...	1	84 0 2		
248. Moondoolan	6	4	10	5	4	9	3	2	5	...	...	1	...	...	...	1	50 14 3		
249. Moorang	19	15	34	18	14	32	14	11	25	1	...	...	...	...	...	1	98 11 1	15 0 0	
250. Moss View	14	23	37	11	15	26	7	10	17	1	...	...	...	...	...	1	103 6 9		
251. Mountain View	45	36	81	38	34	72	24	24	48	1	...	...	1	...	...	2	146 18 3	...	Became a State school, 31st October, 1898.
252. Mount Alford	23	15	38	21	14	35	13	9	22	...	...	1	...	...	...	1	84 12 6		
253. Mount Berryman	17	19	36	14	18	32	10	13	23	...	...	1	...	...	...	1	78 5 1		
254. Mount Bopple	26	30	56	22	25	47	14	14	28	1	...	...	...	...	...	1	103 10 8		
255. Mount Britten	9	7	16	8	7	15	6	6	12	...	...	1	...	...	...	1	80 6 7		
256. Mount Campbell	14	11	25	10	9	19	7	7	14	...	...	1	...	...	...	1	71 1 3		
257. Mount Cotton	22	20	42	18	17	35	15	14	29	1	...	...	...	...	...	1	103 19 10	50 0 0	
258. Mount Flinders	9	6	15	6	5	11	5	4	9	...	...	1	...	...	...	1	44 9 5	...	Closed 22nd Aug., 1898.
259. Mount Forbes	13	18	31	13	17	30	10	15	25	1	...	...	...	...	...	1	104 1 7		
260. Mount French	18	16	34	17	15	32	12	11	23	...	...	1	...	...	...	1	83 7 5	11 7 6	
261. Mount Hedlow	27	21	48	24	17	41	18	13	31	1	...	...	...	...	...	1	107 4 11		
262. Mount Janet	15	5	20	14	4	18	11	3	14	...	...	1	...	...	...	1	75 6 0	43 0 0	Opened 26th Jan., 1898.
263. Mount Larcombe	9	10	19	8	10	18	7	8	15	...	...	1	...	...	...	1	72 11 5		
264. Mount Leyshon	7	15	22	5	13	18	4	11	15	1	...	...	...	...	...	1	104 19 7		
265. Mountside	15	8	23	13	7	20	11	5	16	...	...	1	...	...	...	1	73 6 10		
266. Mount Shamrock	20	9	29	16	7	23	13	5	18	...	...	1	...	...	...	1	70 14 2		
267. Mount Sylvia	34	33	67	32	31	63	22	21	43	1	...	...	...	...	...	1	115 14 1		
268. Mount Whitestone	21	29	50	21	27	48	14	19	33	1	...	...	...	...	...	1	114 18 10		
269. Muckadilla	15	16	31	13	12	25	10	9	19	1	...	...	...	...	...	1	111 15 0		
270. Mudgeraba	11	9	20	11	9	20	7	7	14	...	...	1	...	...	...	1	73 10 5		
271. Mudgeraba, Lower	14	17	31	14	17	31	9	12	21	...	...	1	...	...	...	1	85 1 4		
272. Mulga	14	15	29	13	13	26	10	11	21	...	...	1	...	...	...	1	73 9 2		
273. Mulgrave	53	44	97	32	31	63	20	19	39	1	...	...	...	...	...	1	112 9 5		
274. Mundoo	17	17	34	12	15	27	7	8	15	1	...	...	...	...	...	1	108 14 10		
275. Mungindi	17	25	42	16	19	35	10	13	23	1	...	...	...	...	...	1	105 12 11	50 0 0	
276. Mungore	24	22	46	19	19	38	16	14	30	...	...	1	...	...	...	1	95 3 1		
277. Munna Creek	29	19	48	25	19	44	16	12	28	...	...	1	...	...	...	1	93 0 9		
278. Murray River	10	7	17	8	7	15	6	6	12	1	...	...	...	...	...	1	75 16 9		
279. Nambour	42	42	84	39	35	74	29	23	52	1	...	...	1	...	...	2	121 8 1	...	Became a State school, 31st October, 1898.
280. Neardie	7	11	18	7	10	17	6	7	13	...	...	1	...	...	...	1	73 14 5		
281. Nebo	17	20	37	15	18	33	10	12	22	1	...	...	...	...	...	1	121 15 0		
282. Nerang, Upper	32	23	55	25	19	44	15	9	24	...	...	1	...	...	...	1	79 18 1		

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE during 1898—*continued.*

SCHOOLS.	ATTENDANCE, 1898.									STAFF OF INSTRUCTORS, 1898.							EXPENDITURE, 1898.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£ s. d.	£ s. d.	
PROVISIONAL SCHOOLS—*continued.*																			
Neurum Creek	10	20	30	9	16	25	6	11	17	...	...	1	...	...	...	1	75 13 0	2 5 3	
Newton (Esk)	21	10	31	18	10	28	14	8	22	...	...	1	...	...	...	1	27 12 11	43 10 0	Opened 15th Sep., 1898.
ew Zealand Gully	18	15	33	16	14	30	12	12	24	1	...	...	...	...	...	1	103 11 0		
ger Creek	19	16	35	16	13	29	12	11	23	...	...	1	...	...	...	1	97 17 11		
by	25	20	45	19	16	35	12	12	24	...	...	1	...	...	...	1	89 17 4		
nanby Gold Field	9	14	23	8	13	21	7	10	17	1	...	...	...	...	...	1	94 10 2		
Baffle Creek	13	12	25	11	10	21	8	8	16	1	...	...	...	...	...	1	67 14 2	37 8 9	Opened 9th May, 1898.
Eton	31	28	59	29	22	51	17	14	31	...	...	1	...	...	...	1	94 10 4		
Maclean	10	13	23	9	13	22	6	11	17	...	...	1	...	...	...	1	72 18 8		
ote	15	17	32	12	14	26	7	9	16	1	...	...	...	...	...	1	113 3 10		
...	6	5	11	6	5	11	5	5	10	1	...	...	...	...	...	1	15 1 9	...	Closed 12th May, 1898.
w	5	7	12	5	7	12	4	7	11	...	...	1	...	...	...	1	61 12 10		
's Bridge	7	8	15	7	8	15	6	7	13	...	...	1	...	...	...	1	12 18 6	43 0 0	Opened 24th Nov., 1898.
a	10	16	26	8	14	22	4	8	12	1	...	...	...	...	...	1	92 14 7		
k Swamp	11	10	21	10	9	19	7	7	14	...	...	1	...	...	...	1	73 16 6		
Creek	9	15	24	8	13	21	5	8	13	...	...	1	...	...	...	1	73 4 5		
ise	33	24	57	29	20	49	22	16	38	1	...	...	...	...	...	1	187 11 6		
Ridge	10	20	30	8	19	27	6	15	21	...	...	1	...	...	...	1	73 18 10		
's Point	27	22	49	21	20	41	16	15	31	...	...	1	...	...	...	1	42 0 6	...	Opened 1st Aug., 1898.
ester	6	11	17	5	9	14	4	7	11	...	...	1	...	...	...	1	62 13 5		
y	17	19	36	13	14	27	8	8	16	1	...	...	...	...	...	1	97 5 2		
and	45	40	85	37	31	68	33	27	60	1	...	...	1	...	...	2	208 9 11		
verance Creek	18	17	35	16	12	28	11	7	18	1	...	...	...	...	...	1	98 10 4		
reek	18	16	34	16	15	31	10	8	18	...	...	1	...	...	...	1	74 6 5		
n	11	5	16	9	5	14	7	4	11	...	...	1	...	...	...	1	71 12 3		
ama Island	26	32	58	26	31	57	11	20	31	1	...	...	...	...	...	1	114 13 7		
rren	23	17	40	21	15	36	12	9	21	...	...	1	...	...	...	1	74 18 10		
Creek	19	8	27	17	7	24	13	4	17	...	...	1	...	...	...	1	72 13 4		
Ridge	8	3	11	8	3	11	7	2	9	...	...	1	...	...	...	1	51 1 2		
er's Rest	12	9	21	11	7	18	8	5	13	...	...	1	...	...	...	1	72 9 9		
by	20	24	44	15	18	33	11	12	23	1	...	...	...	...	...	1	104 19 3		
e Creek	17	16	33	14	13	27	10	9	19	...	...	1	...	...	...	1	74 4 8		
ystowo	23	18	41	20	13	33	15	9	24	...	...	1	...	...	...	1	72 0 0		
oybah	18	17	35	13	14	27	8	9	17	...	...	1	...	...	...	1	75 8 0		
Prairie	20	11	31	18	10	28	16	8	24	...	...	1	...	...	...	1	95 13 5		
Prenzlau	25	27	52	23	23	46	20	20	40	1	...	...	...	...	...	1	122 5 7		
Prestons	12	13	25	11	12	23	9	12	21	...	...	1	...	...	...	1	73 9 3		
Proserpine, Lower	42	46	88	34	34	68	22	20	42	1	...	...	...	...	...	1	120 16 6		
Pumping Station (Charters Towers)	14	15	29	11	12	23	8	10	18	...	...	1	...	...	...	1	89 18 6	50 0 0	Opened 24th Jan., 1898.
Punch's Creek	7	6	13	7	6	13	6	5	11	...	...	1	...	...	...	1	37 6 5		
Raglan Creek	21	21	42	18	17	35	14	13	27	...	...	1	...	...	...	1	88 15 6		
Ravensbourne	20	20	40	18	18	36	11	12	23	1	...	...	...	...	...	1	93 8 11		

	[illegible]	17	[illegible]	9	17	26	8	12	20	...	...	1	...	...	...	1	[illegible]	[illegible]	1	...			Opened 10th Oct., 18
...	20	20	40	24	14	38	17	9	26	1	...	...	...	...	...	1	108	0	2				
ek	14	5	19	18	4	17	10	4	14	...	...	1	...	...	...	1	78	8	4				
ver	24	15	39	16	12	28	12	9	21	...	...	1	...	...	...	1	93	11	8				
ad	19	35	54	15	30	45	9	21	30	1	...	...	...	...	...	1	139	19	8				
Creek	32	25	57	28	21	49	18	14	32	...	...	1	...	...	...	1	99	15	4				
ford	30	23	53	25	20	45	19	15	34	1	...	...	...	...	...	1	112	19	8				
Rocksberg	10	6	16	9	5	14	8	4	12	...	...	1	...	...	...	1	73	13	2				
Rodger's Creek	12	9	21	10	8	18	6	6	12	...	...	1	...	...	...	1	69	16	10				
Rolleston ...	26	11	37	19	10	29	17	9	26	1	...	...	...	...	...	1	111	4	8				
337. Rookwood	11	8	19	9	7	16	7	5	12	...	...	1	...	...	...	1	74	9	0				
338. Ropely ...	42	36	78	39	33	72	24	18	42	...	...	1	1	...	...	2	111	7	4	2	2	9	
339. Rosalie Plains	14	14	28	12	11	23	7	7	14	...	...	1	...	...	...	1	77	11	6				
340. Rosedale ...	15	15	30	10	13	23	7	10	17	1	...	...	...	...	...	1	93	12	8				
341. Rosehill ...	16	15	31	13	11	24	8	6	14	...	...	1	...	...	...	1	73	8	4				
342. Rosemount	14	14	28	11	11	22	6	8	14	...	...	1	...	...	...	1	73	7	4				
343. Ross River	18	24	42	13	21	34	9	14	23	...	...	1	...	...	...	1	86	5	9				
344. Rossville	12	9	21	10	9	19	7	8	15	1	...	...	...	...	...	1	56	11	2	27	0	0	Opened 1st Aug., 1898.
345. Samson Creek	9	19	28	8	18	26	5	15	20	...	...	1	...	...	...	1	74	17	3				
346. Sandhills	28	20	48	21	18	39	14	15	29	1	...	...	...	...	...	1	98	17	6				
347. Sandy Cape	8	7	15	8	6	14	7	4	11	...	...	1	...	...	...	1	32	18	8				
348. Sarabah ...	12	10	22	8	7	15	7	5	12	...	...	1	...	...	...	1	62	15	0				
349. Scrubby Mount	15	11	26	13	10	23	10	8	18	...	...	1	...	...	...	1	77	14	2				
350. Severn River	12	10	22	11	9	20	9	7	16	...	...	1	...	...	...	1	72	9	1				
351. Sheep Station Creek	12	14	26	10	9	19	8	7	15	1	..	...	...	...	...	1	80	1	6				
352. Short Cut	7	12	19	6	12	18	5	9	14	...	...	1	...	...	...	1	73	1	11				
353. Silver Spur	13	13	26	10	10	20	9	8	17	...	...	1	...	..	...	1	85	8	4				
354. Silverwood	15	14	29	11	13	24	8	9	17	1	...	...	...	...	...	1	94	3	8				
355. Slack's Creek	15	13	28	14	11	25	11	9	20	...	...	1	...	...	...	1	81	10	5	4	3	9	
356. Southern Cross	17	11	28	14	10	24	12	8	20	1	...	...	...	...	...	1	109	1	8				
357. Spring Flat	9	12	21	7	10	17	5	6	11	...	...	1	...	...	...	1	67	14	10				
358. Stanley River	22	14	36	20	14	34	14	10	24	1	...	...	...	...	...	1	103	14	9	31	10	0	Opened 26th Jan., 1898.
359. Stanmore	7	9	16	7	8	15	5	4	9	...	...	1	...	...	...	1	73	14	0				
360. Stewart's Creek	25	22	47	21	17	38	15	13	28	1	...	...	...	...	...	1	113	7	9				
361. St. Ruth	9	13	22	7	12	19	5	7	12	1	...	...	...	...	...	1	93	1	9				
362. Stockleigh	9	5	14	9	5	14	8	5	13	...	...	1	...	...	...	1	67	15	4				
363. Stony Creek	10	6	16	7	3	10	5	2	7	...	...	1	...	...	...	1	43	6	1				
364. Strathane	7	11	18	7	11	18	6	9	15	...	...	1	...	...	...	1	74	0	10				
365. Summerhill	13	12	25	12	12	24	9	8	17	...	...	1	...	...	...	1	72	14	1				
366. Taabinga Village	16	11	27	15	10	25	11	7	18	...	..	1	...	...	...	1	73	13	11				
367. Table Top	24	23	47	19	19	38	14	14	28	...	...	1	...	...	...	1	108	14	1				
368. Tambourine	20	19	39	17	17	34	11	11	22	...	...	1	...	...	...	1	84	8	10				
369. Tate Tin Mines	9	13	22	7	10	17	5	8	13	1	...	...	...	...	...	1	131	11	9				
370. Teebar East	15	13	28	12	12	24	6	7	13	...	...	1	...	...	...	1	72	18	6				
371. Tegege Plantation	16	9	25	14	7	21	11	5	16	...	...	1	...	...	...	1	73	3	0				
372. Teutoburg	16	11	27	13	9	22	10	6	16	1	...	...	...	...	...	1	85	15	9				
373. Teviot	18	9	27	14	7	21	8	4	12	...	...	1	...	...	...	1	73	3	10	6	7	0	
374. Teviot Junction	8	7	15	8	6	14	6	5	11	...	...	1	...	...	...	1	71	2	9				
375. Texas	43	25	68	32	23	55	22	15	37	1	...	...	...	...	...	1	124	4	8				
376. Thane's Creek	30	17	47	28	16	44	19	11	30	1	...	...	...	...	...	1	101	1	5				
377. The Glen	4	9	13	4	9	13	4	8	12	1	...	...	...	...	...	1	77	16	7				
378. The Leap	13	15	28	9	13	22	6	8	14	1	...	...	...	...	...	1	92	17	1				
379. Theresa Creek	6	10	16	6	10	16	5	9	14	...	...	1	...	...	...	1	85	5	11				
380. The Springs	20	9	29	18	8	26	10	5	15	...	...	1	...	...	...	1	73	10	7				
381. Thinoomba	10	7	17	10	7	17	9	7	16	...	...	1	...	...	...	1	11	14	3	38	12	6	Opened 28th Nov., 1898.
382. Tipton	3	7	10	3	7	10	2	6	8	...	...	1	...	...	...	1	52	13	5				
383. Toonpan	21	14	35	19	12	31	14	9	23	...	...	1	...	...	...	1	94	17	4				
384. Toorbul	24	17	41	22	15	37	13	11	24	...	...	1	...	...	...	1	83	10	11				

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance, during 1898—*continued.*

SCHOOLS.	ATTENDANCE, 1898.									STAFF OF INSTRUCTORS, 1898.							EXPENDITURE, 1898.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																			
385 Torrens Creek	27	25	52	19	15	34	13	11	24	...	...	1	...	...	...	1	83 9 9		
386. Townson	9	12	21	9	11	20	5	8	13	...	...	1	...	...	...	1	70 2 9		
387. Traveston	17	10	27	12	8	20	7	4	11	...	...	1	...	...	...	1	70 7 6		
388. Traveston Siding	18	17	35	16	13	29	14	11	25	...	...	1	...	...	...	1	76 6 8		
389. True Blue	30	28	58	18	20	38	14	13	27	...	...	1	...	...	...	1	93 17 7		
390. Tryphinia	10	13	23	10	13	23	8	11	19	1	...	...	...	...	...	1	37 4 3	...	Opened 1st Sept., 1898.
391. Ulam South	20	8	28	12	5	17	7	3	10	...	...	1	...	...	...	1	72 1 8		
392. Ulam Upper	15	8	23	11	7	18	8	6	14	1	...	...	...	...	...	1	93 11 9		
393. Upper Forest Springs	10	11	21	8	10	18	7	8	15	...	..	1	...	...	...	1	71 7 1	6 10 0	Opened 15th Feb., 1898.
394. Upper North Pine	39	46	85	32	38	70	21	25	46	1	...	...	1	...	...	2	153 12 0		
395. Urandangie	7	9	16	6	8	14	5	6	11	1	...	...	...	...	...	1	125 17 11	...	Opened 25th Apl., 1898.
396. Victoria Plantation	18	22	40	14	16	30	10	13	23	...	...	1	...	...	...	1	92 15 2		
397. Villeneuve	5	9	14	5	9	14	5	8	13	1	...	...	...	...	...	1	92 13 3		
398. Wallaroo	14	15	29	13	13	26	9	10	19	...	...	1	...	...	...	1	58 18 0	...	Opened 1st May, 1898.
399. Wararba	17	9	26	12	8	20	8	5	13	...	...	1	...	..	...	1	72 12 9		
400. Warden Bend	13	4	17	13	4	17	10	3	13	...	...	1	...	...	...	1	82 18 5		
401. Watawa	44	40	84	40	38	78	28	27	55	...	...	1	1	...	...	2	165 11 1	10 11 4	
402. Welcome Pocket	11	10	21	9	9	18	8	7	15	...	...	1	...	...	...	1	84 15 6	6 7 6	
403. Westbrook	10	23	33	8	17	25	6	11	17	...	...	1	...	...	...	1	74 4 9		
404. Westbury	5	8	13	5	6	11	4	4	8	...	...	1	...	...	...	1	33 7 0		
405. West Haldon	13	15	28	12	12	24	9	8	17	...	...	1	...	...	...	1	74 18 0		
406. West Prairie	5	4	9	5	4	9	4	3	7	...	...	1	...	...	...	1	21 3 8	...	Re-opened 4th July, 1898.
407. Wheatvale	15	15	30	10	9	19	7	6	13	...	...	1	...	...	...	1	57 10 6		
408. Whichello	23	18	41	20	16	36	13	10	23	1	...	...	...	...	...	1	104 6 0		
409. Widgee	10	10	20	10	9	19	8	7	15	1	...	...	...	...	...	1	94 4 2		
410. Widgeegoara	11	12	23	9	9	18	8	8	16	1	...	...	...	...	...	1	71 11 5	...	Opened 14th Mar., 1898.
411. Wilsonton	58	51	109	58	50	108	43	40	83	1	...	...	1	...	...	2	48 18 8	...	Became a State school, 11th April, 1898.
412. Wolffdene	16	28	44	12	23	35	6	14	20	...	...	1	...	...	...	1	83 16 9		
413. Woodlands	19	24	43	17	19	36	10	11	21	...	...	1	...	...	...	1	75 0 5	4 15 0	
414. Woodstock	25	27	52	19	18	37	14	12	26	...	...	1	...	...	...	1	94 15 2		
415. Woolmar	23	22	45	21	19	40	13	12	25	1	...	...	...	...	...	1	81 9 5		
416. Woowoonga Creek	16	17	33	15	17	32	11	13	24	...	...	1	...	...	...	1	82 12 0	14 13 1	Opened 17th Jan., 1898.
417. Wright's Creek	19	11	30	14	9	23	11	7	18	...	...	1	...	...	...	1	77 19 6		
418. Wyandra	40	43	83	32	30	62	18	14	32	...	...	1	...	...	...	1	96 14 7	2 16 0	Opened 14th Feb., 1898.
419. Wycarbah	22	18	40	21	13	34	13	9	22	1	...	...	...	...	...	1	97 14 10		
420. Wyreema	12	36	48	10	24	34	8	16	24	...	...	1	...	...	...	1	85 0 5		
421. Yamsion	10	14	24	8	13	21	4	9	13	1	...	...	...	...	...	1	94 1 11		
422. Yandaran Creek	9	8	17	6	8	14	4	6	10	...	...	1	...	...	...	1	67 10 7		
423. Yandilla	16	14	30	13	13	26	9	11	20	1	...	...	...	...	...	1	102 12 6		
424. Yandina	23	34	57	21	30	51	14	18	32	1	...	...	...	...	...	1	118 16 2		
425. Yelvertoft	7	4	11	7	4	11	7	4	11	...	...	1	...	...	...	1	11 4 9	...	Opened 2nd Nov., 1898.
426. Yingerbay	18	18	36	17	17	34	12	12	24	...	...	1	...	...	...	1	84 0 10	8 0 6	

HALF-TIME PROVISIONAL SCHOOLS.																							
427. Bellevue ...	5	8	8	4	8	7	4	8	7	1	...	...	...	...	...	1	23	19	7	...			Opened 19th Sep., 1898.
428. Springbank	2	4	6	2	4	6	2	8	6														
429. Bloomfield Hills	4	2	6	4	2	6	3	2	5	1	...	...	...	...	...	1	45	17	1	...			Opened 25th Apl., 1898.
430. Kingumbilla	4	2	6	4	2	6	3	2	5														
431. Cooper's Creek	9	11	20	4	6	10	4	5	9	1	...	...	...	...	...	1	129	1	2				
432. Windorah	14	13	27	12	10	22	9	7	16														
433. Margoo ...	11	6	17	8	5	13	7	4	11	1	...	...	...	...	...	1	98	0	4				
434. Underban	10	3	13	8	2	10	7	2	9														
435. Mount Beagle	1	8	9	1	8	9	1	8	9	...	...	1	...	...	...	1	78	3	3	...			Opened 21st Feb., 1898.
436. Wangary ...	12	4	16	10	3	13	7	2	9														
437. Nellybri ...	·2	5	7	2	4	6	2	3	5	1	...	...	...	...	...	1	102	10	4				
438. Retreat ...	2	5	7	2	5	7	2	5	7														
439. Pikedale No. 1	4	11	15	4	7	11	3	5	8	1	...	...	...	...	...	1	93	11	0				
440. Pikedale No. 2	4	7	11	4	7	11	4	6	10														
SCHOOLS AT BENEVOLENT AND REFORMATORY ESTABLISHMENTS.																							
Deebing Creek ...	17	23	40	14	22	36	13	20	33	...	...	1	...	...	...	1	45	3	0				
Lytton Reformatory	107	...	107	77	...	77	69	...	69	1	...	...	...	...	...	1	121	13	10	1	4	6	
Murray Island ...	54	47	101	52	44	96	43	34	77	1	...	...	...	...	...	1	121	5	2				
Myora ...	16	25	41	14	20	34	10	17	27	1	...	...	...	...	...	1	104	11	11				
TOTALS:—																							
STATE ...	43,832	39,852	83,684	35,123	31,941	67,064	26,021	22,962	48,983	350	165	49	393	178	313	1,448	173,535	18	1	18,728	5	1	
PROVISIONAL ...	7,754	7,372	15,126	6,514	6,246	12,760	4,642	4,465	9,107	179	4	254	14	...	1	452	37,872	4	5	1,208	4	7	
BENEVOLENT AND REFORMATORY ESTABLISHMENTS ...	194	93	287	157	86	243	135	71	206	3	...	1	...	...	...	4	392	13	11	1	4	6	
GRAND TOTALS ...	51,780	47,317	99,097	41,794	38,273	80,067	30,798	27,498	58,296	532	169	304	407	178	314	1,904	211,800	16	5	19,937	14	2	

THOS. McINTYRE, Registrar.

Table D.

Year.	Gross Enrolment.	Net Enrolment.	Average Daily Attendance.	INCREASE.		
				Gross Enrolment.	Net Enrolment.	Average Daily Attendance.
1891	77,137	67,931	45,004	...	...	...
1892	78,889	70,495	45,975	1,752	2,564	971
1893	78,330	70,445	44,432	*559	*50	*1,543
1894	76,039	67,726	45,050	*2,291	*2,719	618
1895	82,837	74,542	48,270	6,798	6,816	3,220
1896	90,780	81,754	54,316	7,943	7,212	6,046
1897	95,028	85,229	59,748	4,248	3,475	5,432
1898	99,097	88,691	58,296	4,069	3,462	†1,452

* Decrease owing to raising of minimum age from *five* to *six*, and to general financial depression. † Decrease; a year of unusual sickness.

Table E.

Classification of Children.

—	YEAR.	CHILDREN.			CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.			CLASS VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Classes in Operation at the close of the year	1889	...	...	...	566	545	566	541	540	566	503	502	528	360	359	385	56	57	72	...	...	...
	1890	...	...	...	603	584	603	550	552	574	489	491	513	433	433	459	82	82	101	...	...	...
	1891	...	...	...	609	596	609	576	576	602	531	531	557	366	366	392	91	92	115	...	...	...
	1892	...	...	...	639	620	657	558	541	603	492	492	559	448	468	526	281	297	348	78	73	112
	1893	...	...	...	681	665	691	618	617	643	574	574	600	489	487	514	385	384	410	153	154	175
	1894	...	...	...	682	665	691	637	636	663	617	615	642	480	479	505	353	352	377	170	171	192
	1895	...	...	...	721	704	731	685	684	711	629	628	655	557	556	583	370	369	395	178	169	191
	1896	...	...	...	752	739	765	688	685	711	675	673	698	576	573	599	393	390	415	177	178	198
	1897	...	...	...	786	769	795	686	686	712	673	672	699	567	566	593	454	454	479	160	166	184
	1898	...	...	...	797	779	806	706	705	733	679	678	706	647	646	674	450	451	477	169	174	193
Average Age in years of the Children enrolled at the close of the year	1889	...	...	...	7·02	7·10	...	9·99	10·03	...	11·85	12·20	...	13·42	13·41	...	14·70	15·12	...	...	...	...
	1890	...	...	...	7·42	7·51	...	10·60	10·60	...	12·10	12·30	...	14·30	14·21	...	14·00	14·85	...	...	...	...
	1891	...	...	...	7·31	7·17	...	10·16	9·98	...	12·06	12·03	...	13·44	13·56	...	14·17	14·79	...	...	...	...
	1892	...	...	...	7·02	7·14	...	9·57	9·53	...	11·38	11·23	...	12·49	12·69	...	13·45	13·56	...	14·36	14·69	...
	1893	...	...	...	7·32	7·21	...	9·57	9·51	...	11·08	11·19	...	12·39	12·42	...	13·00	13·16	...	14·03	14·24	...
	1894	...	...	...	7·47	7·37	...	9·29	9·33	...	11·11	11·04	...	12·41	12·42	...	13·22	13·41	...	14·50	13·90	...
	1895	...	...	...	7·05	7·03	...	9·28	9·21	...	10·30	10·90	...	12·91	12·47	...	13·50	13·50	...	15·75	15·31	...
	1896	...	...	...	6·62	6·88	...	9·16	9·23	...	10·95	10·55	...	12·31	12·25	...	13·46	13·66	...	14·56	14·57	...
	1897	...	...	...	7·00	7·15	...	9·28	9·11	...	10·83	10·77	...	12·98	12·05	...	13·31	13·46	...	14·21	14·66	...
	1898	...	...	...	6·86	7·09	...	9·16	9·13	...	10·86	10·77	...	12·16	12·00	...	13·26	13·37	...	14·29	14·52	...
Average Time in Class, in months, of the Children enrolled at the close of the year	1889	...	...	...	12·37	12·27	...	11·98	11·83	...	10·52	10·82	...	12·07	12·33	...	10·68	14·73	...	...	...	...
	1890	...	...	...	12·94	12·61	...	12·94	12·18	...	12·00	11·57	...	12·68	12·70	...	11·50	13·15	...	...	...	...
	1891	...	...	...	13·14	12·87	...	12·18	11·89	...	11·25	11·38	...	12·80	13·11	...	10·00	10·64	...	...	...	...
	1892	...	...	...	13·43	13·27	...	10·75	11·02	...	13·90	13·90	...	15·62	15·98	...	15·18	15·64	...	11·13	11·90	...
	1893	...	...	...	14·11	13·58	...	9·89	9·71	...	9·66	9·53	...	11·12	11·63	...	10·53	11·08	...	9·75	10·43	...
	1894	...	...	...	13·46	12·91	...	9·24	9·08	...	10·45	10·46	...	11·72	12·10	...	11·99	11·95	...	13·65	13·47	...
	1895	...	...	...	9·18	8·72	...	10·56	10·43	...	10·35	10·24	...	11·16	10·99	...	12·07	12·64	...	12·08	13·77	...
	1896	...	...	...	10·21	9·82	...	10·19	10·09	...	9·78	9·74	...	10·85	10·11	...	9·80	10·45	...	11·96	10·84	...
	1897	...	...	...	12·83	12·4	...	11·41	10·93	...	10·66	10·77	...	10·21	10·12	...	10·91	11·08	...	12·30	13·36	...
	1898	...	...	...	13·13	12·73	...	9·66	9·74	...	10·49	10·54	...	11·13	11·19	...	11·48	11·15	...	11·54	13·69	...

Table E -*continued.*

Classification of Children—*continued.*

—	Year.	Children.			Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Children enrolled at the close of the year	1889	28,550	26,014	54,564	12,197	10,902	23,099	9,039	8,267	17,305	4,471	4,376	8,847	2,532	2,183	4.715	312	286	598	...	...	...
	1890	29,209	26,928	56,137	12,427	11,434	23,861	8,939	8,225	17,164	4,853	4,595	9,448	2,513	2,228	4,741	477	446	923	...	...	...
	1891	30,650	28,039	58,689	12,767	11,514	24,281	9,503	8,696	18,199	5,064	4,852	9,916	2,748	2,466	5,214	568	511	1,079	...	...	...
	1892	31,732	29,339	61,071	14,199	12,777	26,976	6,411	6,225	12,636	4,613	4,149	8,792	3,820	3,671	7,491	2,166	2,073	4,239	493	444	937
	1893	31,172	28,388	59,560	12,689	10,926	23,615	7,005	6,761	13,766	4,952	4,552	9,504	3,517	3,242	6,759	2,226	2,197	4,423	783	710	1,493
	1894	31,104	28,746	59,850	9,661	8,783	18,444	8,677	8,258	16,935	6,377	5,937	12,314	3,532	3,076	6,608	2,127	1,946	4,073	774	795	1,569
	1895	34,457	31,413	65,870	11,399	9,888	21,287	9,507	8,568	18,075	6,869	6,617	13,486	3,965	3,810	7,775	1,982	1,798	3,780	735	732	1,467
	1896	37,450	34,206	71,656	13,231	11,738	24,969	8,555	7,756	16.311	8,066	7,504	15,570	4,648	4,334	8,982	2,250	2,119	4,369	700	755	1,455
	1897	39,480	36,438	75,918	15.190	13,400	28,590	7,547	7,206	14,753	7,422	6,787	14,209	5,597	5.488	11,085	3,025	2,743	5,768	699	814	1,513
	1898	40,016	36,728	76,744	14,224	12,609	26,833	8,310	8,065	16,375	7,371	6,862	14,233	6,079	5,457	11,536	3,220	2,884	6,104	812	851	1;663
Percentages of the Children enrolled at the close of the year	1889	52·33	47·67	100	43·42	41·91	42·34	31·61	31·78	31·71	15·66	16·82	16·21	8·86	8·39	8·64	1·08	1·10	1·09	...	...	...
	1890	52·03	47·97	100	42·54	42·46	42·50	30·60	30·54	30·57	16·60	17·06	16·83	8·60	8·27	8·44	1·63	1·65	1·64	...	...	...
	1891	52·22	47·78	100	41·56	41·07	41·37	31·00	31·00	31·00	16·52	17·30	16·89	8·96	8·79	8·88	1·85	1·82	1·84	...	...	...
	1892	51·95	48·05	100	44·74	43·54	44·17	20·20	21·22	20·69	14·63	14·14	14·39	12·04	12·51	12·26	6·82	7·06	6·94	1·55	1·51	1·53
	1893	52·33	47·67	100	40·70	38·48	39·64	22·47	23·81	23·11	15·88	16·03	15·95	11·28	11·42	11·34	7·14	7 74	7·42	2·51	2·50	2·51
	1894	51·97	48·03	100	31·01	30·50	30·76	27·85	28·66	28·24	20·49	20·65	20·57	11·33	10·67	11 01	6·83	6·76	6·80	2·49	2·76	2·62
	1895	52·31	47·69	100	33·09	31·44	32·31	27·60	27·28	27·44	19·94	21·07	20·48	11·50	12·14	11·80	5·73	5·73	5·74	2·14	2·34	2·23
	1896	52·11	47·89	100	35·49	34·46	35·00	22·58	22·71	22·78	21·51	21·88	21·70	12·28	12·70	12·47	6·00	6·12	6·05	1·87	2·13	2·00
	1897	52·00	48·00	100	38·47	36·77	37·63	19·11	19·77	19·43	19·11	18·62	18·71	14·20	15·06	14·60	7·66	7·52	7·60	1·77	2·23	2·00
	1898	52·14	47·86	100	35·54	34·32	34·96	20·76	21·96	21·34	18·42	18·69	18·55	15·20	14·85	15·03	8·04	7·84	7·95	2·03	2·32	2·17

The following Table exhibits the Number of Classes Taught during 1896, 1897, and 1898, from a different point of view:—

—	Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
	1896. Schools 772.	1897. Schools 797.	1898. Schools 843.	1896. Schools 772.	1897. Schools 797.	1898. Schools 843.	1896. Schools 772.	1897. Schools 797.	1898. Schools 843.	1896. Schools 772.	1897. Schools 797.	1898. Schools 843.	1896. Schools 772.	1897. Schools 797.	1898. Schools 843.	1896. Schools 772.	1897. Schools 797.	1898. Schools 843.
Mixed Classes	726	760	770	662	660	678	650	646	651	550	540	619	368	429	424	157	142	150
Boys' Classes	26	26	27	26	26	28	25	27	28	26	27	28	25	25	26	20	18	19
Girls' Classes	13	9	9	23	26	27	23	26	27	23	26	27	22	25	27	21	24	24
Totals	765	795	806	711	712	733	698	699	706	599	593	674	415	479	477	198	184	193

T. McINTYRE, Registrar.

Table F.

TEACHERS EMPLOYED.

Classification.	MALES.			FEMALES.		
	Employed at the end of 1898.	Left the Service during 1898.	Promoted during 1898.	Employed at the end of 1898.	Left the Service during 1898.	Promoted during 1898.
CLASS I.—						
Division 1	7	2	0	1	0	0
„ 2	3	0	0	0	0	0
„ 3	8	0	2	0	1	0
CLASS II.—						
Division 1	121	0	10	14	1	2
„ 2	27	1	0	10	1	1
„ 3	34	0	6	16	0	2
CLASS III.—						
Division 1	172	1	26	225	13	32
„ 2	58	1	6	63	9	10
„ 3	43	3	17	92	7	32
TOTAL CLASSIFIED TEACHERS ...	473	8	67	421	32	79
UNCLASSIFIED	3	0	0	10	1	0
TEACHERS IN UNCLASSIFIED STATE SCHOOLS	38	1	1	10	0	0
PUPIL TEACHERS:—						
Class 4	17	2	13	31	3	29
„ 3	28	1	28	39	1	39
„ 2	55	4	50	89	3	87
„ 1	34	6	27	76	7	53
„ 0 (*i.e.*, on probation) ...	44	7	0	79	9	0
TOTAL PUPIL TEACHERS ...	178	20	118	314	23	208
TOTAL TEACHERS EMPLOYED IN STATE SCHOOLS	692	29	186	755	56	287
TEACHERS EMPLOYED IN PROVISIONAL SCHOOLS	175	11	0	261	34	0
TEACHERS IN BENEVOLENT AND PENAL ESTABLISHMENTS	3	0	0	1	0	0
TOTAL TEACHERS EMPLOYED ...	870	40	186	1,017	90	287

T. McINTYRE, Registrar.

Table G.

DETAILED STATEMENT of SCHOOLS OPENED during the YEAR, together with such SCHOOLS as were READY for OPENING in JANUARY, 1899.

Localities.	Description.	Cost of Building.	Local Subscriptions received to 31-12-98.	Remarks.
STATE.		£ s. d.	£ s. d.	
Brandon	Wood	764 16 3	152 19 3	Allowed for old building and land. Opened 11-7-98.
Copperfield	„	...	...	Re-opened 28-11-98
Mountain View	„	540 19 9	108 4 0	Allowed for old building Opened 31-10-98.
Mount Morgan (Girls and Infants)	„	1,706 2 0	341 4 5	Cash. Opened 15 8-98.
Nambour	„	513 0 0	45 0 0 57 12 0	Cash Allowed for old building and land Opened 31-10-98.
Ravenswood Junction	„	634 0 0	98 16 0 28 0 0	Cash. Allowed for old building. Opened 18-7-98.
Wilsonton	„	632 16 0	126 11 2	Allowed for old building and land. Opened 11-4-98.
Ready for Opening.				
Bunker's Hill	Wood	631 2 2	212 16 0	
Forest Hill	„	601 1 6	40 0 0 75 16 0	Allowed for old building. Cash.
Golden Gate	„	1,367 11 0	63 10 2 210 0 0	Cash. Allowed for old building.
Mareeba	„	420 0 0 (residence only)	84 0 0	Allowed for old building.
Marian	„	728 0 0	99 15 0 10 10 5	Cash. Allowed for land, &c.
Pimpama Island	„	661 16 0	18 7 2 114 0 0	Cash. Allowed for old building.
		Grant in aid of Cost of Building.		
PROVISIONAL.				
Balmoral	Wood	38 16 3	...	Opened 2-5-98.
Bowenville	„	40 0 0	...	„ 21-6-98.
Brooyar	„	18 0 0	...	„ 25-10-98.
Broxburn	„	50 0 0	...	„ 13-6-98.
Canungera Lower	„	...	...	Re-opened 20-9-98.
Cecil Plains	„	...	...	Opened 17-1-98.
Christiansburg	„	...	...	„ 9-3-98.
Cooroora	„	41 14 8	...	„ 17-1-98.
Donnybrook	„	45 10 0	...	„ 1-9-98.
Dundas	„	...	...	Re-opened 20-9-98.
Girofla	„	45 0 0	...	Opened 4-7-98.
Goondi	„	50 0 0	...	„ 17-2-98.
Goondiwindi East	„	45 0 0	...	„ 4-7-98.
Gowrie Estate	„	50 0 0	...	„ 4-7-98.
Gundiah	„	50 0 0	...	„ 13-6-98.
Junction Creek	„	...	...	„ 2-5-98.
Lacey's Creek	„	39 16 0	...	„ 17-1-98.
Merinda	„	50 0 0	...	„ 17-1-98.
Mingo	„	...	...	„ 15-8-98.
Mount Janet	„	43 0 0	...	„ 26-1-98.
Newton, Esk	„	43 10 0	...	„ 15-9-98.
North Baffle Creek	„	37 8 9	...	„ 9-5-98.
O'Mara's Bridge	„	43 0 0	...	„ 24-11-98.
Parson Point	„	...	...	„ 1-8-98.
Pumping Station (Charters Towers)	„	50 0 0	...	„ 24-1-98.
Redbank Gully	„	...	...	„ 10-10-98.
Rossville	„	27 0 0	...	„ 1-8-98.
Stanley River	„	31 10 0	...	„ 26-1-98.
Thinoomba	„	38 12 6	...	„ 28-11-98.
Tryphenia	„	...	...	„ 1-9-98.
Upper Forest Springs	„	50 0 0	...	„ 15-2-98.
Urandangie	„	...	...	„ 25-4-98.
Wallaroo	„	...	...	„ 1-5-98.
West Prairie	„	...	...	Re-opened 4-7-98.
Widgeegoara	„	...	...	Opened 14-3-98.
Woowoonga Creek	„	42 8 8	...	„ 17-1-98.
Wyandra	„	50 0 0	...	„ 14-2-98.
Yelvertoft	„	...	...	„ 2-11-98.
HALF-TIME SCHOOLS.				
Bellevue and Springbank	„	...	...	„ 19-9-98.
Bloomfield Hills and Kingumbilla	„	...	...	„ 25-4-98.
Mount Beagle and Wangary	„	...	...	„ 21-2-98.

J. W. C. DRANE, Accountant.

Table H.

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1898.

Localities.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
STATE SCHOOLS.			£ s. d.	£ s. d.	
Biggenden	Wood	40	520 0 0	40 0 0 (Cash)	State school approved to supersede existing Provisional school. Provisional school premises valued for State school purposes. Works Department requested to invite tenders for the erection of State school buildings.
Blackfellows' Creek (Cairns)	„	35	...	...	Works Department requested to prepare plans and estimates of State school buildings, and to value existing premises for State school purposes.
Bollon	„	18	720 0 0	...	Prospective attendance does not warrant the establishment of a State school. Subsidy promised by Department towards a new Provisional school building.
Bouldercombe	„	55	775 0 0	...	Committee furnished with estimated cost of State school buildings, and advised of amount of local subscriptions needed.
Brassall (Ipswich) ...	„	85	547 0 0	71 3 5 (Cash) *36 0 0	Tender accepted for the erection of the necessary State school buildings.
Bundall (Nerang) ...	„	35	...	...	Committee requested to take steps towards the establishment of a State school to supersede the existing Provisional school. They replied that the time was inopportune as the attendance was decreasing, and, by reason of the unfavourable seasons, it would not be possible to raise the necessary local subscriptions.
Bunker's Hill	„	50	564 0 0	112 16 0 (Cash)	State school buildings approaching completion.
Burton (Toowoomba) ...	...	...	...	...	Usual forms of application sent.
Campbell's Plains ...	Wood	50	680 0 0	100 0 0 (Cash)	State school approved. Works Department requested to invite tenders for the erection of the necessary State school buildings.
Capella	„	60	740 0 0	87 19 0 (Cash)	Committee furnished with plans and estimates of State school buildings, and advised of amount of local subscriptions needed.
Chelona	„	35	691 0 0	68 4 0 (Cash) *70 0 0	State school approved to supersede existing Provisional school. Works Department requested to invite tenders for the erection of State school buildings.
Cootharaba Road (Gympie)	„	45	580 17 6	92 3 6 (Cash) *24 0 0	State school buildings in course of erection.
Cordalba (Isis)	„	80	890 0 0	...	State school approved to supersede existing Provisional school. Committee furnished with plans and estimated cost of State school buildings, and advised of amount of local subscriptions needed.
Danderoo (Killarney) ...	„	43	...	...	Establishment of a State school approved. Works Department requested to prepare plans and furnish estimated cost of State school buildings.
Darlington	„	35	...	...	Committee requested to take necessary steps for the establishment of a State school to supersede the existing Provisional school. They replied to the effect that as their term of office expired at the end of 1898, it was desirable that the matter should remain in abeyance until the appointment of a new school committee.
Doctor's Creek (Meringandan)	„	35	580 0 0	...	State school approved to supersede existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimated cost of State school buildings and advised of amount of local subscriptions needed.
Downfall Creek	„	70	730 0 0	22 10 0 (Cash)	Establishment of a State school approved. Committee furnished with plans and estimated cost of State school buildings, and advised of amount of local subscriptions needed. Suitable site purchased.
Duaringa	„	45	740 0 0	120 0 0 (Cash)	State school approved to supersede existing Provisional school. Works Department requested to invite tenders for the erection of State school buildings.
East Brisbane	Brick	336	1,800 0 0	200 0 0 (Cash)	Establishment of a State school approved. Buildings in course of erection.

* Allowed for old building

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1898—*continued.*

Localities.	Description.	Estimated Attendance.	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
STATE SCHOOLS—*continued.*			£ s. d.	£ s. d.	
Forest Hill	Wood	45	539 1 6	80 4 0 (Cash) *40 0 0	State school buildings in course of erection.
Golden Gate	„	120	1,157 11 0	63 10 2 (Cash) *210 0 0	State school buildings approaching completion.
Horton...	„	55	513 1 6	49 1 7 (Cash) *44 10 5	State school approved to supersede existing Provisional school. The lowest tenderer declined to take up his contract, and the acceptance of the second lowest tender awaits the payment of the balance of local subscriptions needed.
Jimboomba	„	35	655 0 0	5 1 0 (Cash)	State school approved to supersede existing Provisional school. Committee furnished with plans and estimated cost of State school buildings, and advised of amount of local subscriptions needed. Suitable site purchased.
King's Creek (Clifton) ...	„	35	588 0 0	...	Plans and estimates of cost of State school buildings have been prepared by Works Department, and the Provisional school premises have been valued for State school purposes, but further action is in abeyance pending an inquiry into an application for the establishment of another Provisional school in this district.
Lagoon Pocket	„	40	...	...	Works Department requested to prepare plans and estimates of cost of State school buildings, and to value existing premises for State school purposes.
Lower Yaamba Road ...	...	...	...	...	Usual forms of application sent.
Mareeba	Wood	175	420 0 0 (residence only)	*84 0 0	Present Provisional school building to be used as a State school. Tender accepted for the erection of a residence for the Head Teacher.
Marian (Mackay) ...	„	60	728 0 0	99 15 0 (Cash) 10 10 5 (Site)	State school buildings approaching completion.
Milford	„	35	570 0 0	...	Establishment of a State school approved to supersede existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimates of cost of State school buildings, and advised of amount of local subscriptions needed.
Monal	„	45	615 0 0	...	Establishment of State school approved to supersede existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimates of cost of State school buildings, and advised of amount of local subscriptions needed.
Mount Bauple	...	75	...	...	Usual forms of application sent.
Mount Sylvia	Wood	45	...	...	Question of establishing a State school to supersede the existing Provisional school is in abeyance until it is seen how the opening of a Provisional school at Whitestone will affect the attendance at Mount Sylvia.
Mulgrave...	„	45	635 0 0	...	Establishment of a State school approved to supersede the existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimates of cost of State school buildings, and advised of amount of local subscriptions needed.
Mungore Creek	„	30	695 0 0	...	Establishment of a State school approved to supersede the existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimated cost of State school buildings, and advised of amount of local subscriptions needed.
New Farm	Brick	332	...	...	Establishment of a State school approved. Works Department requested to prepare plans and estimates of the cost of school buildings. Suitable site purchased.

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* Allowed for old building.

Table H—*continued.*

List, with Particulars, of Schools in Course of Erection, or in reference to which action was taken during the Year 1898—*continued*.

Localities.	Description.	Estimated Attendance.	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
			£ s. d.	£ s. d.	
State Schools—*continued.*					
Norman Park	Wood or brick	100	...	132 0 0 (Cash for site)	Establishment of a State school approved. Works Department requested to prepare plans and estimates of the cost of a school of brick and one of wood. Suitable site purchased.
North Eton	Wood	30	700 0 0	...	Establishment of a State school approved to supersede the existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimated cost of State school buildings, and advised of amount of local subscriptions needed.
Paradise	...	35	...	...	The Provisional school affords ample accommodation for the pupils now in attendance, and the prospects of an increased attendance, and the circumstances of the township generally, are not such as to warrant the establishment of a State school at the present time.
Pentland	...	55	...	...	Committee requested to take steps for the establishment of a State school to supersede the existing school. They replied that they were satisfied with the present arrangements, and were not disposed to move for a State school.
Pimpama Island... ...	Wood	50	527 16 0	18 7 2 (Cash) *104 0 0 10 0 0 (Site)	State school buildings approaching completion.
Prenzlau	"	40	590 0 0	...	Establishment of a State school approved to supersede existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimated cost of State school buildings, and advised of amount of local subscriptions needed.
Proserpine Lower ...	"	45	685 0 0	...	Establishment of a State school approved to supersede the existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimates of cost of State school buildings, and advised of amount of local subscriptions needed.
Red Hill (Mount Morgan)	"	200	920 0 0	184 0 0 (Cash)	Establishment of a State school approved. Works Department requested to invite tenders for the erection of State school buildings.
Ropely	"	55	570 0 0	...	Establishment of a State school approved to supersede existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimates of the cost of State school buildings, and advised of amount of local subscriptions needed.
Taringa	"	160	1,130 0 0	...	Committee furnished with plans and estimates of the cost of State school buildings, and advised of the amount of local subscriptions needed. Negotiations still proceeding for the securing of a suitable site.
Texas	"	40	441 0 0	22 4 10 (Cash) *65 19 2	The acceptance of a tender awaits the payment of the balance of local subscriptions needed on account of the erection of State school buildings.
Thane's Creek	"	30	427 0 0	31 13 7 (Cash) *34 8 0	The acceptance of a tender for the erection of State school buildings awaits the signing by school committee of a joint and several guarantee to pay the balance of the local subscriptions needed.
Upper North Pine ...	...	55	...	...	Committee requested to take steps towards the establishment of a State school to supersede the existing Provisional school. They replied that they were satisfied with present arrangements, and that it would not be possible to raise the necessary local subscriptions.

* Allowed for old building.

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1898—*continued.*

Localities.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
STATE SCHOOLS—*continued.*			£ *s.* *d.*	£ *s.* *d.*	
Watawa	...	55	...	...	Committee requested to take steps towards the establishment of a State school to supersede the existing Provisional school. They replied that they were of opinion that a State school was not needed, as some of the parents were about to leave the district and the attendance would probably decrease.
PROVISIONAL SCHOOLS.					
Aloomba	...	...	...	...	Provisional school approved. Usual information supplied.
Angellala	...	...	...	...	Provisional school approved. Teacher to be appointed after summer vacation.
Aramara	...	...	...	...	Provisional school approved. Building completed and furnished. Teacher appointed. School to be opened after summer vacation.
Aren Vale (Meringandan)	...	...	...	...	Usual forms of application sent.
Birdsville	...	...	...	...	Usual forms of application sent.
Birkhead Station (Tambo)	...	...	...	...	Usual forms of application sent.
Bli Bli	...	...	...	...	Circumstances do not warrant a school.
Bororen	...	...	...	...	Fresh forms of application sent.
Camboon	...	...	...	...	Provisional school approved. Committee to provide free board for teacher.
Cherry Gully (Warwick)	...	...	...	...	In abeyance, awaiting decision respecting site.
Condamine River (North Killarney)	...	...	...	...	School not warranted in view of existing schools in the neighbourhood.
Coolgarra (Herberton) ...	...	...	...	...	Usual forms of application sent.
Coolmunda (Inglewood)	...	...	...	...	Usual forms of application sent.
Cuttaburra Branch (Cunnamulla)	...	...	...	...	School approved. Usual information supplied.
Daintree River	...	...	...	...	Usual forms of application sent.
Dareel	...	...	...	...	Provisional school approved. Building in course of erection.
Dargal Creek (Hodgson)	...	...	...	...	Usual forms of application sent.
Dunmora Central ...	...	...	...	...	Provisional school approved. Building completed and furnished and ready for opening.
Elgin Vale	...	...	...	...	Provisional school approved. Usual information supplied.
Flying Fish Point ...	...	...	...	...	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Gilbert River	...	...	...	...	Special Provisional school approved. Residents to provide and furnish building and to contribute towards teacher's salary.
Gillen's Siding (Mount Perry Railway Line)	...	...	...	...	Special Provisional school approved, provided residents procure and furnish building and contribute towards teacher's salary, or grant a corresponding reduction in cost of board and lodging.
Glenlyon (Stanthorpe) ...	...	...	...	...	Special Provisional school approved, provided residents procure and furnish building and contribute towards teacher's salary, or grant a corresponding reduction in cost of board and lodging.
Goondiwindi West ...	...	...	...	...	Usual forms of application sent.
Gunalda	...	...	...	...	Usual forms of application sent.
Hamilton (Mackay) ...	...	...	...	...	Provisional school approved. Usual information supplied.
Hill View (Whitestone)...	...	...	...	...	Provisional school approved. Usual information supplied.
Idalia	...	...	...	...	The prospective attendance (40) warrants the establishment of a State school. Residents advised accordingly, and usual forms sent.
Isis Central Mill ...	...	...	...	...	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Itton (Gowrie)	...	...	...	...	Usual forms of application sent.
Jimboomba Timber Reserve	...	...	...	...	Provisional school approved. Usual information supplied.
Jundah	...	...	...	...	Usual forms of application sent.
Katandra (Stamford) ...	...	...	...	...	Usual forms of application sent.
Kenilworth (North Coast Line)	...	...	...	...	Application referred to District Inspector for inquiry and report.
King's Tent (Dalby) ...	...	...	...	...	Usual forms of application sent.
Lauriston (Inglewood Farm)	...	...	...	...	Department offered to contribute £30 per annum towards the salary of a teacher.
Littabella Creek	...	...	...	...	Special Provisional school approved. Residents to provide and furnish suitable building, and to contribute towards teacher's salary.
Mapleton	...	...	...	...	Fresh forms of application sent.

Table H—*continued*.

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION or in reference to which action was taken during the Year 1898.

Localities.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
PROVISIONAL SCHOOLS—*continued*.			£ s. d.	£ *s. d.*	
Marblestone	...	...	...	...	Provisional school approved. Building completed and furnished. Teacher appointed. School to be opened after summer vacation.
Mia Mia	...	...	...	...	Usual forms of application sent.
Miara	...	...	...	...	Provisional school approved. Building completed and furnished. Teacher appointed. School to be opened after summer vacation.
Mount Darry (Glenmore)	...	...	...	...	Application referred to District Inspector for inquiry and report.
Mount View	...	...	...	...	Provisional school approved. Building completed and furnished. Teacher appointed. School to be opened after summer vacation.
Nankin Junction (Rockhampton)	...	...	...	...	Provisional school approved. Usual information supplied.
Neusa Vale	...	...	...	...	Special Provisional school approved. Residents to provide and furnish a suitable building, and contribute £10 per annum towards teacher's salary, or grant a corresponding reduction in cost of board and lodging.
Nindaroo	...	...	...	...	Provisional school approved. Building in course of erection.
Obum Obum	...	...	...	...	Provisional school approved. Building completed and furnished. Teacher appointed. School to be opened after summer vacation.
Pine Creek	...	...	...	...	Usual forms of application sent.
Pine Grove (Yeulba) ...	...	...	...	...	Usual forms of application sent.
Puzzling Gully (Helidon)	...	...	...	...	Provisional school approved. Usual information supplied.
Redbank (Hawkwood)	...	...	...	...	Usual forms of application sent.
Rishton	...	...	...	...	Provisional school approved. Residents to provide and furnish suitable building.
River Heads (Maryborough)	...	...	...	...	Usual forms of application sent.
Rockmount (Helidon) ...	...	...	...	...	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Rockvale (Fernvale) ...	...	...	...	...	School approved Usual information supplied.
Rossvale	...	...	...	...	Provisional school approved. Building completed and waiting inspection by District Inspector.
Rubyanna	...	...	...	...	Provisional school approved. Building being equipped and furnished for teaching purposes.
St. Agnes (Burnett) ...	...	...	...	...	Usual forms of application sent.
St. Helens Siding ...	...	...	...	...	Usual forms of application sent.
Sandy Creek (Dugandan)	...	...	...	...	Usual forms of application sent.
Seaforth (Lower Burdekin)	...	...	...	...	Usual forms of application sent.
Smithfield	...	...	...	...	Provisional school approved. Building completed and furnished. Teacher appointed. School to be opened after summer vacation.
Stamford	...	...	...	...	Building committee requested to furnish particulars of proposed site.
Stonehenge	...	...	...	...	Fresh forms of application sent.
Stuart River	...	...	...	...	Usual forms of application sent.
Tawvale East	...	...	...	...	Half-time provisional school approved, to be worked in conjunction with school at Preston, provided the two groups are willing to consent to the arrangement.
Teviot Railway Station...	...	...	...	...	Provisional school approved. Usual information supplied.
The Cedars (Mackay) ...	...	...	...	...	Usual forms of application sent.
Toolburra North... ...	...	...	...	...	Circumstances do not warrant the establishment of a school at present
Upper Plane Creek ...	...	...	...	...	Usual forms of application sent
Veresdale Reserve ...	...	...	...	...	Provisional school approved. Usual information supplied.
Vernor	...	...	...	...	Usual forms of application sent.
Veteran Road	...	...	...	...	Establishment of a school not warranted in view of the number of existing schools in the district.
Virginia (Crow's Nest)...	...	...	...	...	Usual forms of application sent.
Warooby	...	...	...	...	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Wellcamp (Drayton) ...	...	...	...	...	Provisional school approved. Buildings in course of erection.
Yalebone Creek (Roma)...	...	...	...	...	In view of small number of prospective pupils (13), residents asked if they will contribute towards teacher's salary should a Provisional school be approved.

J. D. STORY, Record Clerk.

Table I.
IMPORTANT ADDITIONS AND REPAIRS, 1898.

School.	Work.	Cost.			Local Subscriptions.		
		£	s.	d.	£	s.	d.
Allora	Additions	397	10	0	39	0	0
Apple-tree Creek	Playshed	89	0	0	15	13	0
Augathella	Additions	137	10	0	27	10	0
Ayr	Playshed	78	10	0	20	8	0
Banana	Re-roofing residence	58	0	0			
Blantyre	Playshed	63	18	0	12	15	7
Bowen Bridge road	Additions, playshed, &c.	351	0	0	70	4	0
Brisbane Central	Repairs, painting, and improvements	304	13	6			
Bundaberg South	Additions to residence	71	10	0	15	9	3
Bundamba Upper	Improvements and repairs	61	4	0	3	16	10
Burnside	Additions, repairs, &c.	144	0	0	26	6	0
Chinchilla	Repairs and painting	51	0	0			
Clifton Colliery	Improvements, repairs, and painting	90	17	0	1	7	6
Cloncurry	Repairs, painting, and fencing	141	0	0	19	14	0
Coningsby	Playshed	76	7	5	16	14	0
Crows' Nest	Additions, repairs, &c.	168	3	0	21	8	10
Eagle Farm	Additions to residence	63	0	0	12	12	0
Eight-mile Plains	Playshed	71	0	0	14	4	0
Emerald	Additions, repairs, and painting	395	0	0	63	11	0
Fernvale	Repairs and painting	85	10	0			
Gatton	Additions and improvements	211	10	0	41	8	0
Georgetown	Additions, &c.	219	7	2	21	15	4
Goomburra	Repairs and painting	57	10	0			
Goondiwindi	Additions, repairs, and painting	325	15	0	65	3	0
Gowrie Junction	Improvements, repairs, &c.	86	10	0	6	18	0
Gympie Central (A)	New boys' school	1,228	0	0	205	9	10
Gympie One-mile	Repairs and painting	141	6	0			
Hendon	Additions, repairs, and painting	141	4	0	20	15	0
Hermitage	Repairs, &c.	67	10	0	5	10	0
Hillgrove	Repairs and painting	55	0	0			
Homebush	Additions	119	7	6	28	11	6
Inglewood (A)	Improvements, repairs, and painting	55	4	0	4	12	6
Indooroopilly Pocket	Additions to residence	70	0	0	11	14	0
Ipswich North	Drainage and fencing	72	10	0	11	0	0
Isisford	Repairs and painting	130	0	0			
Jondaryan	Additions, repairs, &c.	185	16	0	24	1	10
Junction Park	Additions	204	0	0	39	0	7
Longreach (A)	Additions	774	0	0	154	16	0
Lord John Swamp	Kitchen, &c.	59	18	0	16	0	0
Maryborough Central	Improvements, repairs, &c.	83	5	0	15	9	6
Millchester	Fencing and gates	105	10	0	21	2	0
Minden	Improvements, repairs, &c.	63	7	6	2	3	0
Mount Morgan	New school for girls	1,706	2	0	341	4	5
Mount Perry	Repairs and painting	101	10	0			
Nambour	Playshed	65	0	0	13	0	0
Nerang	Repairs and painting	72	10	0			
Nudgee	Additions to residence	99	8	0	14	10	0
Peak Mountain	Playshed	58	18	0	11	15	7
Pink Lily Lagoon	Playshed	50	5	0	10	1	0
Ditto	Repairs and painting	92	0	0			
Port Douglas	Fencing, repairs, and painting	169	9	0			
Redland Bay	Additions to residence	64	10	0	12	18	0
Springside	Playshed, fencing, and gates	153	10	0	30	14	0
Spring Valley	Improvements, repairs, and painting	55	0	0	2	8	0
Stanthorpe	Improvements, repairs, and painting	90	0	6	4	2	0
Surat	Repairs and painting	86	15	0			
Swan Creek	Repairs and painting	87	0	0			
Taroom	New closets, repairs and painting	93	7	6	2	15	0
Te Kowai	Raising building and asphalting	85	17	6	17	3	6
Teviotville	Playshed	63	10	0	12	14	0
Thargomindah	Residence	455	0	0	91	0	0
Thursday Island	Additions to residence	89	10	0	17	16	0
Toowoomba N. (Boys)	Additions	248	0	0	49	12	0
Torbanelea	Additions, repairs, &c.	161	4	0	28	16	0
Wallumbilla	Playshed	48	0	0	9	12	0
Waterford	Playshed	49	19	0	11	12	0
Wilsonton	Playshed	70	15	0	14	3	0
Yaamba	Repairs and painting	94	0	0			
Yangan	Playshed, improvements, &c.	109	0	0	15	8	6
Zillmere	Playshed	61	0	0	9	12	0

NOTE.—Items marked (A) were only partly paid for in 1898.

J. W. C. DRANE, Accountant.

Table K.

STATEMENT of RECEIPTS and DISBURSEMENTS for the YEAR ended 31st DECEMBER, 1898 (being parts of the Financial Years 1897-98 and 1898-99).

RECEIPTS.	£	s.	d.	DISBURSEMENTS.	£	s.	d.	£	s.	d.
To Amount received from Treasury, from 1st January, 1898, to 31st December, 1898 (on account of Parliamentary Appropriation)	250,373	1	6	By DEPARTMENT—						
				Salary of Minister	1,000	0	0			
				Salaries of Officers	3,840	17	10			
				Contingencies	610	14	7	5,451	12	5
				,, INSPECTION—						
				Salaries of Officers	4,964	3	4			
				Contingencies	1,720	3	5	6,684	6	9
				,, STATE SCHOOLS—						
				Salaries of Teachers and Pupil Teachers	156,658	5	4			
				Extra Cost of living ...	3,237	19	0			
				In lieu of Residence ...	1,324	12	9			
				Travelling Expenses ...	852	7	6			
				Requisites	3,721	5	1			
				Incidentals	8,095	13	7	173,890	3	3
				,, PROVISIONAL SCHOOLS—						
				Salaries and Allowances to Teachers	37,011	6	9			
				Requisites	1,132	19	9			
				Buildings	1,384	5	0			
				Lytton Reformatory ...	120	0	0			
				Schools for Aboriginals ...	261	14	0			
				Instructor of the Blind ...	162	10	0	40,072	15	6
				,, SCHOLARSHIPS AND EXHIBITIONS TO UNIVERSITIES—						
				Scholarships to Grammar Schools	3,266	17	0			
				Exhibitions to Universities	950	0	0			
				Special Exhibition	25	0	0			
				University Extension ...	100	0	0			
				Bursaries –						
				Agricultural	37	10	0			
				Grammar Schools ...	210	12	0	4,589	19	0
				,, SCHOOLS OF ARTS—						
				Grants in aid	...			2,836	0	11
				,, TECHNICAL EDUCATION—						
				North Brisbane School of Arts	2,355	19	3			
				South Brisbane School of Arts	114	3	6			
				Sandgate School of Arts ...	6	11	3			
				Southport ,, ...	13	7	6			
				Ipswich ,, ...	464	11	9			
				Toowoomba ,, ...	205	13	9			
				Warwick ,, ...	196	0	0			
				Gympie ,, ...	223	2	9			
				Maryborough ,, ...	422	5	4			
				Bundaberg ,, ...	182	13	0			
				Rockhampton ,, ...	413	4	6			
				Mackay ,, ...	145	18	0			
				Townsville ,, ...	509	15	0			
				Charters Towers ,, ...	377	11	0			
				Allora—Victoria Institute...	26	19	8	5,657	16	3
				,, PHARMACY COLLEGE ...	...			108	16	6
				,, GRAMMAR SCHOOLS—						
				Brisbane (Boys') ...	1,000	0	0			
				,, (Girls') ...	1,000	0	0			
				Ipswich (Boys') ...	1,000	0	0			
				,, (Girls') ...	1,000	0	0			
				Toowoomba	1,000	0	0			
				Maryborough (Boys') ...	1,000	0	0			
				,, (Girls') ...	1,000	0	0			
				Rockhampton (Boys') ...	1,000	0	0			
				,, (Girls') ...	1,000	0	0			
				Townsville	1,000	0	0	10,000	0	0
				,, MUSEUM—						
				Salaries	711	15	10			
				Incidentals	306	12	7			
				Library	32	16	11			
				Specimens	30	0	0	1,081	5	4
				,, EDUCATIONAL EXHIBITS ...	...			0	5	7
	£250,373	1	6					£250,373	1	6

J. W. C. DRANE, Accountant.

Table L.

STATEMENT of EXPENDITURE on ACCOUNT of the FINANCIAL YEAR 1897–98.

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.				Head of Service.	Expenditure.	Lapsed.	Forward.
		£ *s.* *d.*	£ *s.* *d.*		£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
DEPARTMENT—				DEPARTMENT—			
Estimates-in-Chief		...	1,000 0 0	Salary of Minister	1,000 0 0		
Ditto		...	3,825 0 0	Salaries of Officers	3,825 0 0		
Ditto		...	500 0 0	Contingencies	500 0 0		
INSPECTION—				INSPECTION—			
Estimates-in-Chief		..	4,800 0 0	Salaries	4,800 0 0		
Ditto		1,800 0 0					
Supplementary Estimates		94 7 8					
			1,894 7 8	Contingencies	1,894 7 8		
SCHOOLS—				SCHOOLS—			
Estimates-in-Chief		153,322 0 0					
Transfer to—							
"State Schools Requisites"	£650 0 0						
"State Schools Incidentals"	100 0 0						
		750 0 0					
			152,572 0 0	Salaries	151,786 3 2	785 16 10	
Estimates-in-Chief		3,500 0 0					
Transfer to—							
"Schools for Aboriginals"	£100 0 0						
"Provisional Schools Salaries"	150 0 0						
		250 0 0					
			3,250 0 0	Extra Cost of Living	3,188 8 4	61 11 8	
Estimates-in-Chief		...	1,350 0 0	In lieu of Residence	1,299 5 5	50 14 7	
Ditto		900 0 0					
Transfer to "Provisional Schools Requisites" ...		100 0 0					
			800 0 0	Travelling Expenses	770 2 6	29 17 6	
Estimates-in-Chief		2,000 0 0					
Transfer from "State Schools Salaries" ...		650 0 0					
			2,650 0 0	Requisites	2,596 8 1	...	53 11 11
Estimates-in-Chief		6,350 0 0					
Transfer from "State Schools Salaries"	£100 0 0						
Supplementary Estimates ...	1,505 4 5						
		1,605 4 5					
			7,955 4 5	Incidentals	7,955 4 5		
Estimates-in-Chief		34,855 0 0					
Tranfer from "State Schools—Extra Cost of Living" ...	£150 0 0						
Supplementary Estimates ...	773 8 3						
		923 8 3					
			35,778 8 3	Provisional Schools Salaries ...	35,778 8 3		
Estimates-in-Chief		1,000 0 0					
Transfer from "State Schools Requisites" ...		100 0 0					
			1,100 0 0	Ditto Requisites ...	1,099 12 2	0 7 10	
Estimates-in-Chief		1,500 0 0					
Balance from 1896-97		181 17 1					
			1,681 17 1	Ditto Buildings ...	1,447 0 11	...	234 16 2
Estimates-in-Chief		...	120 0 0	Lytton Reformatory	120 0 0		
Ditto		280 0 0					
Transfer from "State Schools—Extra Cost of Living"		100 0 0					
			380 0 0	Schools for Aboriginals	369 9 2	10 10 10	
Estimates-in-Chief		...	150 0 0	Instructor of the Blind	150 0 0		

Table L—*continued.*

Statement of Expenditure on Account of the Financial Year 1897-98—*continued.*

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.			Head of Service.	Expenditure.	Lapsed.	Forward.
Grammar Schools—			**Grammar Schools—**			
Estimates-in-Chief		3,492 0 0	Exhibitions—Scholarships ...	3,380 5 0	111 15 0	
Ditto		900 0 0	Ditto To Universities ...	900 0 0		
Supplementary Estimates		25 0 0	Ditto Ditto Special	25 0 0		
Estimates-in-Chief		100 0 0	University Extension ...	100 0 0		
Ditto		1,000 0 0	Brisbane (Boys) Endowment ...	1,000 0 0		
Ditto		1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		1,000 0 0	Ipswich (Boys ditto ...	1,000 0 0		
Ditto		1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		1,000 0 0	Toowoomba ditto ...	1,000 0 0		
Ditto		1,000 0 0	Maryborough (Boys) Endowment ...	1,000 0 0		
Ditto		1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		1,000 0 0	Rockhampton (Boys) ditto ...	1,000 0 0		
Ditto		1,000 0 0	Ditto (Girls) ditto ...	1,000 0 0		
Ditto		1,000 0 0	Townsville ditto ...	1,000 0 0		
Schools of Arts—			**Schools of Arts—**			
Estimates-in-Chief	3,000 0 0					
Balance from 1896-7	10 1 6					
		3,010 1 6	Grants in Aid	2,803 16 10	206 4 8	
Supplementary Estimates		35 13 7	Educational Exhibits	35 13 7		
Technical Education—			**Technical Education—**			
Estimates-in-Chief		1,750 0 0	North Brisbane School of Arts ...	1,750 0 0		
Ditto		250 0 0	South Brisbane ditto ...	125 16 9	124 3 3	
Ditto		250 0 0	West End ditto ...	...	250 0 0	
Ditto		100 0 0	Sandgate ditto ...	6 11 3	93 8 9	
Ditto	250 0 0					
Supplementary Estimates	246 16 10					
		496 16 10	Ipswich ditto ...	496 16 10		
Estimates-in-Chief		250 0 0	Toowoomba ditto ...	221 10 6	28 9 6	
Ditto		250 0 0	Warwick ditto ...	247 13 0	2 7 0	
Ditto		250 0 0	Gympie ditto ...	224 12 3	25 7 9	
Ditto		250 0 0	Maryborough ditto ...	250 0 0		
Ditto		250 0 0	Bundaberg ditto ...	143 0 6	106 19 6	
Ditto		250 0 0	Rockhampton ditto ...	250 0 0		
Ditto		250 0 0	Mount Morgan ditto ...	...	250 0 0	
Ditto		250 0 0	Mackay ditto ...	116 14 0	133 6 0	
Ditto		500 0 0	Townsville ditto ...	500 0 0		
Ditto		250 0 0	Ravenswood ditto ...	...	250 0 0	
Ditto		250 0 0	Charters Towers ditto ...	250 0 0		
Ditto		250 0 0	Cooktown ditto ...	...	250 0 0	
Ditto		250 0 0	Normanton ditto ...	...	250 0 0	
Supplementary Estimates		26 19 8	Victoria Institute Allora School of Arts	26 19 8		
Pharmacy—			**Pharmacy—**			
Estimates-in-Chief		100 0 0	Endowment	92 9 6	7 10 6	
Museum—			**Museum—**			
Estimates-in-Chief		692 0 0	Salaries...	692 0 0		
Ditto		300 0 0	Incidentals	299 16 7	0 3 5	
Ditto		50 0 0	Library	35 16 4	...	14 3 8
Ditto		50 0 0	Specimens	50 0 0		
Total		£244,935 9 0	Totals	£241,604 2 8	£3,028 14 7	£302 11 9

J. W. C. DRANE, Accountant.

Table M.

STATEMENT of LOCAL SUBSCRIPTIONS ACCOUNT for the Year 1898.

RECEIPTS.	£ s. d.	£ s. d.
To Balance from 1897 ...	2,065 2 6	
„ Contributions during 1898	3,027 9 9	
„ Interest, 1st July, 1897, to 30th June, 1898	52 12 11	
		5,145 5 2
		£5,145 5 2

DISBURSEMENTS.	£ s. d.	£ s. d.	£ s. d.
By Payment to Consolidated Revenue		52 12 11	
„ Local subscriptions returned—			
Beaudesert ...	4 6 4		
Mungindi ...	37 10 6		
Indooroopilly Pocket ...	3 18 0		
Gracemere ...	5 12 0		
Goondiwindi ...	10 18 0		
Mackay ...	4 18 7		
Isis North ...	16 5 5		
Brisbane Central	8 11 5		
Gowrie Junction	5 4 3		
		97 4 6	
„ Transfer to Collection Account		5 0 0	
„ Amounts paid to Works Department		3,043 17 4	
			3,198 14 9
„ Balance forward to 1899 ...		...	1,946 10 5
		£	5,145 5 2

J. W. C. DRANE, Accountant.

Table N.

STATEMENT showing the AID GRANTED by GOVERNMENT to the existing GRAMMAR SCHOOLS to the 31st DECEMBER, 1898.

SCHOOL.	FROM DATE OF ESTABLISHMENT TO 31ST DECEMBER, 1897.		DURING 1898.		TOTAL.
	In Aid of Building.	Annual Endowment.	In Aid of Building.	Endowment.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brisbane (Boys') ...	4,000 0 0 6,000 0 0 2,000 0 0	28,021 18 3	...	1,000 0 0	*†41,021 18 3
Brisbane (Girls') ...	4,000 0 0 6,000 0 0 2,000 0 0	17,625 0 0	...	1,000 0 0	†30,625 0 0
Ipswich (Boys') ...	5,521 9 6 2,000 0 0	34,000 0 0	...	1,000 0 0	‡42,521 9 6
Ipswich (Girls')	4,000 0 0	6,000 0 0	...	1,000 0 0	11,000 0 0
Toowoomba	5,333 15 6 2,000 0 0	21,000 0 0	...	1,000 0 0	‡29,333 15 6
Maryborough (Boys') ...	4,000 0 0 3,500 0 0	16,333 6 8	...	1,000 0 0	§24,833 6 8
Maryborough (Girls')	4,000 0 0	13,750 0 0	...	1,000 0 0	18,750 0 0
Rockhampton (Boys')	4,000 0 0	17,000 0 0	...	1,000 0 0	22,000 0 0
Rockhampton (Girls')	4,000 0 0	5,750 0 0	...	1,000 0 0	10,750 0 0
Townsville	5,200 0 0	9,500 0 0	...	1,000 0 0	15,700 0 0
TOTALS ... ... £	67,555 5 0	168,980 4 11	...	10,000 0 0	246,535 9 11

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* Exclusive of amount received by Trustees for the original Grammar School Building (£10,000) and for the resumption of portion of the original Grammar School Reserve for Railway purposes—viz., £4,677 0s. 1d.; total, £14,677 0s. 1d.

† Inclusive of Loan of £8,000 } Being repaid by half-yearly instalments of principal with interest.
‡ „ „ £2,000
§ „ „ £3,500

J. W. C. DRANE, Accountant.

APPENDIX A.

REPORT OF THE GENERAL INSPECTOR.

General Inspector's Office,
Department of Public Instruction,
1st March, 1899.

SIR,—I have the honour to submit to you my Annual General Report for 1898.

The year was remarkable—indeed, so far as I can remember, unprecedented—in respect of irregular attendance at the schools, by reason of epidemic disease. Dengue fever prevailed in the earlier part of the year, and was followed, up to the close of the year, by influenza, whooping cough, scattered cases of diphtheria, a good many cases of scarlet fever, and a widely-spread mild type of measles in various forms of that disease. No part of the colony has been exempted, from the extreme North to the southern border, and from the coast to the far west. The epidemics have been the more trying, so far as the work of the schools is concerned, in that they have been patchy in their incidence—not finishing a locality, so to speak, and then passing on; but dallying round a neighbourhood in an apparently capricious way, choosing spots and afterwards doubling on their tracks, as it were, to pick out cosy corners and schools that were pluming themselves on their escape, even returning a second time to the same school, as if unwilling to say farewell. The hale members of school staffs have been severely tried by having to bear the burden of one or more absent members, occasionally to the extent of quite half the staff strength; but of course, in most cases of that kind, there was a corresponding diminution in the number of pupils to be taught.

The average attendance at our schools is never quite as good as it might be if parents put schooling for their children highest among the family assets, instead of giving it, as they often do, a second, third, or lower place. The consequence is that even in normal times there is a quantity of wasted teaching. They are making piles of dividends out of Charters Towers tailings, and there are heaps of money in the by-products of the iron furnace, the gas works, the slaughter-yard, that used to be considered waste; but no one can make any dividend or profit now or ever out of the tailings that lie behind teaching wasted on boys and girls that were not there. To those who say, "O, what does it matter?" I do not reply at present, but I know that some day they will bemoan the poorness of the English language in respect of interjections able to express their regret, and of usable adjectives by which to qualify their folly. Indeed, when I set out on this paragraph it was not with the intention of complaining or mourning at all, especially over such a highly respectable and time-honoured teacher's grievance as irregular attendance, but rather of setting forth my satisfaction at noticing from perusal of inspectors' reports how cheerfully, determinedly, and successfully the teachers have worked in the circumstances of abnormally bad attendance, with classes so broken that much of the instruction had to be gone over a second, perhaps, a third time, for the sake of the absent pupils, and with make-shift organisation, because of absent teachers. The inspectors have been careful to make allowance for the disadvantages under which the schools have been conducted during the year, and it is amusing to notice how some teachers have tried to lay upon measles faults and deficiencies due to their own want of diligence or skill; but happily for the service and for the country it is only a few of the teachers who are built that way.

Many of the schools were closed for a week or two, and some for longer periods, in deference to the wishes of parents and committees, mostly because there were no pupils in attendance, but sometimes while there were still a few pupils who would have attended. The official correspondence shows that the majority of the teachers whose schools were closed in this way viewed the circumstance as an infliction to be borne with equanimity if possible—the enforced idleness as a vexatious hindrance to the progress of their work.

The Regulations of the Department require the teacher to exclude from school every pupil in whose home infectious disease prevails. It follows that the school is positively the safest place to which children can be sent during an epidemic, to preserve them from infection, being safeguarded by a standing quarantine. Elsewhere—in the paddock, the field, the road, the racecourse, the picnic, the circus, the street, the backyard, the church, the Sunday school, the steamer, the railway, the tram, the omnibus, the home—the children are more liable to infection. The school alone is quarantined and comparatively safe. Yet immediately that measles appear, off rushes everybody, headed by the doctor, to tumble the children out of their safe quarters, and to lock the school door. Why is this so? Simply because there is a general public feeling that education is a trifle compared with locomotion and ordinary business; because, seemingly, the management of the Education Department can be meddled with and played with, as no department of public or private business would permit itself to be without telling the meddlers to mind their own business.

During the year about 3,450 papers regarding leave of absence had to be handled by me. Probably the odd 450 at least had to be handled twice on account of the carelessness with which they were forwarded, or the jaunty way in which the senders thought they could afford to neglect or break the regulations. Now, I have plenty of lists to keep, without setting out to keep a black list; but it is simply impossible to forget certain names that come up again and again as causing vexatious correspondence.

Writing in this way reminds me of other directions in which teachers are frequently not so careful as they might be, indeed are sometimes very remiss. The lists of examinees should be forwarded at the time required. Forgetful people should mark their calendars beforehand, or adopt some device to ensure that the duty shall be done at the appointed time. In connection with candidates for grammar school scholarships, the birth certificate should always accompany the nomination. For the most part these candidates must be known as such to the teacher many months before the date of sending in nominations, so that ample time is available during which to get the birth certificate even from the old country. In exceptional cases the best proof obtainable of date of birth should be forwarded—at the very least a parent's declaration before a magistrate. Nominations unaccompanied by proof of date of birth are not entertained: if they were, it is evident that the age qualification of examinees may as well be surrendered: people will not take the trouble to furnish birth certificates, if they come to know that the privilege sought for is obtainable and is obtained by those who take no trouble about the matter.

The suggestion has been made that to certain teachers should be issued specially prepared copies of the Regulations and General Instructions, with a reminder printed after each clause to the effect:—"Be sure to read this"; but it is perceived that it would have to be followed by further reminders; and the suggestion has given place to a less cumbrous mode of dealing with teachers who will not read their rules. During last year it has seemed to me that more frequently than in previous years my attention has been drawn to cases where teachers, especially those who have been long in the same place, have neglected for long periods to construct afresh their working time-tables. That which greets the eye of the visiting inspector as a general time-table is a beautifully written show piece, rich in ornamental printing, red ink, and water colours, altogether too pretty to burn, but clearly having but a distant reference to the present working of the school. Which prong of the fork does this teacher choose for his impalement? Is he too lazy to set forth his plans as the school conditions change? Is he foolish enough to suppose that the inspector does not see the thing? Or is he—abyss of folly!—trying to work without plan?

For some time—the first dawn of the idea in its present form dating back perhaps two years ago—it has been felt that it would be advantageous for the Department to have a vehicle by which to address teachers at short and regular intervals, say monthly, so as to be able to convey to them words of advice, of information, of warning, of encouragement, of cheer, of comradeship, arising out of the passing correspondence and news of the day, whether directly scholastic or not. Speaking for myself, I find often a little matter cropping up that I should like to be generally known among the teachers; but many times the matters are too evanescent to be bottled up till the end of the year, and would be stale or out of place in a report such as this should be. As I write, the Minister has approved of the publication monthly of the "Education Office Gazette." The first number will issue in May. The "Gazette" will begin in a small way; and I hope to see it grow in size and in interest as those who care to help the Department find their way into its columns.

There has been a steady flow of candidates for employment as teachers of provisional schools, and we have been able to meet the requirements of the growth of the service, in respect of schools of that class. Many of the candidates have respectable attainments, as shown by their having passed various pupil-teacher examinations, or the Sydney Junior, or, in a few cases, the Sydney Senior. The candidates are, for the most part, inexperienced in teaching, except such as have been employed in the Roman Catholic schools. To meet and remedy this inexperience, we have required, since the middle of the year, that such candidates shall attend a State school for a period of six weeks, to learn something of school routine and methods, and at the end of that period produce a certificate from the head-teacher that they have so attended and are likely to prove successful teachers. It seems reasonable that persons seeking a Government appointment, commanding a salary of £70 in the case of females and £90 in the case of males, in the exercise of a profession new to them, requiring certain qualifications that everyone does not have, should show their earnestness, good faith, and capability by submitting at their own expense to the limited probation and preparation above referred to. Following this trial comes examination of the candidate's attainments by responsible officers of the Department, unless these are otherwise satisfactorily vouched for. Candidates under eighteen years of age are not accepted; and married persons, or persons with children dependent on them, are discouraged from applying, on account of the difficulty about residence accommodation, and on account of the insufficiency of the salary for the support of a family. Of those admitted in this careful way, only one or two have proved failures in actual school practice; fair work is the rule; and some have shown great native talent for teaching, together with zeal and love for it reaching far past cheque day.

The Sydney Senior is a very severe examination nowadays, and I think it is yearly growing stiffer. The student who has passed it in a fairly creditable way is more in need of being taken away from a university, except for special fashions or purposes, than of being sent to one. To young men with this qualification and a disposition towards teaching we offer salary at £100, to begin with, and employment in our State schools, but we have only one such in the service as yet. Young women with similar qualifications are valued in proportion to the quality of their pass. Two are now in Provisional schools. When they have passed our classification examination, if they have meanwhile proved their practical efficiency in teaching, they will be considered eligible for appointment to the position of classified assistants in State schools, as vacancies occur. One exceptionally brilliant student was admitted as a probationer in a State school.

We have kept the staffs of the State schools as strong as possible by retaining in these schools with the standing of classified assistants all the time-expired pupil-teachers, and by receiving into them all provisional school teachers who had passed the classification examination, and proved themselves to be successful teachers—if they would accept such vacancies as we had to offer. No fewer than ten women were found who preferred to stay on in provisional schools rather than accept employment as classified teachers at Winton, Mossman, Surat, Bowen, Mount Morgan, Aramac, Irvinebank. Failing assistants, the staffs have been kept up by the addition of pupil-teachers, and we have not been scrupulous in regard to the appointment of an extra probationer, if the circumstances of the school seemed to render it advisable. For some time back it has appeared to be desirable to endeavour to attract to the service such as have a liking for teaching from amongst the successful students passing from our Grammar schools; and a regulation has been framed granting a concession of a year to such young people, in respect of the age limit and the period of training.

More and more it seems needful to steadily press schools to find pupil-teachers and train them into assistants for their own use, instead of to lean on other schools to train teachers for them. The schools leant upon do not like it. The girls who have to go from home do not like it. The arrangement works harshly and inequitably. All concerned should try to remember that we rest upon pupil-teachers as practically the only means by which we can increase the number of our teachers to meet the growing wants of the colony, and to supply the places of those who retire, die, and, in the case of women, marry. Nor would it be entirely satisfactory if we imported teachers from abroad, closing our service against the native-born. Long ago, not near Brisbane, an influential school committeeman used to press the Department heavily to provide adult teachers for his school, until his own children grew to be of the age of fourteen or so, at which time—a mere coincidence, no doubt—he began to ask us what we meant by continually staffing the school by teachers from elsewhere, and informed us how long it was since a pupil-teacher had been appointed in that school. Which things are an allegory.

For a long time it has been felt that the allowance made to teachers for extra cost of living in the north and the west was not properly based, and was wanting in logical consistency. It is easy to understand how that came about, in earlier days, when schools in outside places were few, and the allowance was determined on the individual merits of the cases, with reference to circumstances of locomotion and relative situation that have been much changed of late years. The scheme that has been approved and is now in operation divides the colony into four districts, shaped according to distance from the coast and from the railway, with allowance to head teachers of State schools of £15, £25, £35, and to assistant teachers and provisional school teachers of £10, £20, £30, in the three inner districts respectively; while the teachers of a few schools very far out receive from £40 to £60.

The response given by the examination of December last in drawing, which subject then appeared for the first time among the requirements from pupil-teachers and teachers, was very gratifying indeed. It is now seen that the scale-drawing laid down for admission as pupil-teacher of the third class is too elementary; and steps are being taken to enlarge the amount to be studied.

The new work imposed on the pupils of the fifth and sixth classes in algebra, Euclid, science, and literature, has been taken up by the teachers greedily rather than grudgingly; and though not a great deal has been accomplished, owing to the late period of the year before the necessary text-books were available, nevertheless a sound beginning has been made, according to the reports received from the district inspectors; and better work will doubtless follow as the interest in the new work deepens, and the less informed among the teachers gather acquaintance with the subjects and confidence in teaching them, as well as familiarity with the organisation needed to overtake them more comfortably. The next step must be to abandon the present differentiation between males and females, in respect of the mathematical side of the course of instruction for pupil-teachers, that is, in respect of arithmetic, Euclid, and algebra. This might be done by requiring from the female pupil-teachers, in December next, the arithmetic now required from males; and the Euclid and algebra, the following year; or, if it seems easier, to postpone the increased work for female pupil-teachers in all three subjects till next year. The differentiation in arithmetic has always seemed to me much ado about nothing. As regards the algebra and Euclid, the girls are teaching them now, and it is only seemly that they should appear among the subjects in which they themselves have to be instructed.

There remains much to be done before all the overgrown provisional schools shall have been superseded by State schools; but there has been a gratifying amount of movement in the service, in the erection of new State schools; and I see that during the year 12 married and classified assistants were transferred to be head teachers, besides 6 who have been similarly transferred since the beginning of the current year. This is a very different story from the stagnation of recent years. I need hardly repeat that we have no means of supplying the places of these young men, except by the appointment of pupil-teachers on the staffs of the schools from which they were taken. My list of classified assistants, married and eligible for the charge of schools, still contains 21 names, however; and although there are a considerable number of new State schools approved, some of which will soon be ready for opening, yet the schools in prospect are not enough for the men waiting for appointment as head teachers.

The course of instruction for the pupils in our schools, on ordinary educational lines, is now a full load, which cannot be increased without danger to teachers and taught. Honest, capable, and hardworking teachers are found expressing themselves to the effect that they have now as much as they can do, though doubtless they will find the work easier, after a time, when they have got accustomed to the yoke. The inspectors agree with the teachers in this estimate—as is to be expected, having themselves been among the best of our journeyman schoolmasters; and they tell us, in effect, that the number of things required, with the quantity of each sought to be covered, is such as to make it doubtful whether thoroughness and finish all round can be attained, at any rate within the standard age limit. But even if it is so, it is needful to keep before us a high standard, and I should plead for rest from schedule-tinkering for a period till things that may seem somewhat out of proportion at present assume their true relative importance.

There are other matters that I should like to present to you for public information, but this report has been long in hand, and pressure of other duties prevents me from attempting to lengthen it further. Before I close, however, it occurs to me to press upon the public attention the magnitude of the work the Department is charged with. This is no less than the primary education of about 100,000 children scattered over a territory that stretches across 18 degrees of latitude and 15 degrees of longitude, and contains land enough to cover the British Islands twice, besides France and Spain and Portugal, and a remnant of six or seven thousand square miles. From the densest corner of the population in the south-east, northwards by the seaports and settlements and lonely lighthouses of the coast, along the railway lines, up every creek, out by every western township, wherever pioneers adventure and settlers establish themselves—farming, timber-getting, mining, carrying—there the Department is expected to put a school, on request, on a showing of twelve prospective pupils in average attendance, on terms defined in the Regulations and claimable by the people. And this is done. Moreover, by the grace of the Minister, concession is made to help to secure schooling for little nests of children, numbering less than twelve. The country places at the disposal of the Department for the purpose mentioned something like a quarter of a million of money, which has to be carefully economised and doled out in driblets for teachers and buildings, always under pressure to spend more than is given us, both for salaries and buildings. But that is not the aspect of the work that I desire to exhibit prominently at this time. What I wish to set forth is that at the end of 1898 we had about 1,900 teachers of all grades in the service, all teachers of our own making, less 4 per cent. barely. Between 1882 and 1887 we imported through the Agent-General 98 teachers—89 men and 9 women—of whom 69 men and 2 women remain with us; and there have been stray admissions from the Southern colonies and elsewhere; but with the exceptions now noted all our teachers are persons of our own training. We have therefore not only done the work but we have made the tools to do it with—forged them in the practical business of our schools, and sharpened them with our inspections. I do not say that the teachers would not be the better for a more leisurely elaborated technical training; but I do say, without fear of contradiction, that they have nobly done the work that was set them; and it cannot be shown that as a body they are unable for the legitimate demands of the people for an education for their children equal of its kind to that of any other country in the world. My reason for bringing forward these trite facts for special notice at the present time is the incessant demand to appoint adult teachers instead of pupil-teachers, as vacancies arise. There are no adult teachers to be had for the mere picking up. They do not grow wild in the bush. They are not to be found wandering about among the ranks of the unemployed. They have to be made and to grow and to be waited for. We have made them out of pupil-teachers all the time, and we must continue to make them that way until a better way is found; and a better way will not be sought for till the present way fails. Three of the eleven inspectors are natives of the colony, and ex-pupil-teachers of our own training; and they are not less valued than their brethren for attainments, schoolmasterly skill, activity of mind or body, judgment, tact, worldly wisdom, and common sense. The directness of the training of the pupil-teachers in the actual work of the schools, according to the ordinary conditions of colonial life, seems to peculiarly fit our needs and to make up largely for the want of a more philosophical training; and I confidently appeal to the best of the teachers who have come to us from the training colleges of the home lands, if they have not had to let go something of what they were taught is scholastically correct, in order to meet their work here. What are the alternatives to the training of pupil-teachers? Of course the training of adults, or else the importation of adult teachers ready made. I cannot stay to discuss these modes of supply; but of this I am well sure, from the everyday experience of my chair, that if the Department closes its service to our boys and girls seeking to enter it as pupil-teachers, there will be loudly expressed discontent. The increase within the last year or two in the number of pupil-teachers appointed, and the increasing and inevitable demand for yet more pupil-teachers, following the advancement of the colony, especially in respect of settlement on the land, and the consequent increase of schools and school attendance, could have been foretold—was foretold—as the direct result of pressure for economy of expenditure by the Department, eleven years ago, and again six years ago, whereby school staffs have been squeezed down to their lowest working limits, so that now there is not a spare assistant anywhere to fill a vacancy or take the place of a sick comrade. Every school also should—nay, must—train pupil-teachers for itself, so as to have its assistant teachers residing locally, instead of having to rely on other schools; at present it is impossible to transfer assistants from one school to another, with anything like equity or pleasant working conditions; and if there is a flow either way, it should certainly, in the nature of things, be from the town to the country schools, and not the other way.

I have, &c.,
D. EWART,
General Inspector.

The Under Secretary.

APPENDIX B.

REPORT OF MR. DISTRICT INSPECTOR KILHAM.

Toowoomba, January, 1899.

SIR,—I have the honour to submit my General Report for the year 1898.

DISTRICT.

The Northern Downs inspectoral district (including the Maranoa, Warrego, and South Gregory districts) was the same as last year.

The total distance travelled to inspect the schools in this district was 6,319 miles—viz., 3,986 by rail and 2,333 by coach or buggy.

SCHOOLS.—The schools in operation at the end of the year were 96, being 37 State, 47 Provisional, 8 Half-time, and 4 Roman Catholic schools. These may be subdivided as follows:—

State schools for boys only	2	with enrolment	593
„ „ „ girls „	1	„ „	238
„ , „ girls and infants	1	„ „	387
„ „ mixed (boys, girls, and infants)	32	„ „	3,552
„ „ infants only	1	„ „	96
Provisional schools	47	„ „	1,134
Half-time schools	8	„ „	57
Roman Catholic schools	4	„ „	620
	96		

New Provisional schools were opened during the year at Angellala, Balmoral (near Mitchell), Bowenville, Christiansburg (near Miles), Gowrie Estate, Warooby (near Roma), and Widgeegoara (near Cunnamulla); and Half-time schools were established at Bellvue, Springbank, Mount Beagle, and Wangary.

The following schools were not inspected for want of time or for other causes:—

Taroom and Condamine State schools; Rosalie Plains Provisional, visited on a wet day, only three pupils present: Jondowaie, closed on account of epidemic when I was in the locality; West Prairie, not open when I visited the locality; Warooby Provisional School, not open when I visited the locality; Angellala, not open when I visited the locality; Toowoomba Roman Catholic boys, not open when I visited the locality. Gowrie Estate Provisional, new school recently opened; Dalby Roman Catholic girls' school not visited for want of time.

Eighty-one schools were fully inspected, viz.:—35 State schools, 41 Provisional, 3 Half-time, and 2 Roman Catholic schools. In addition to the ordinary inspections, 10 incidental visits were made, 8 candidates were examined to test their capabilities as Provisional school teachers, 4 localities were visited and inquiries made for the establishment of new schools, and 2 investigations of complaints agains teachers were held. The only schools, therefore, not inspected for want of time were 2 State schools, 2 Provisional, and 1 Roman Catholic. The amount of travelling in the western part of my district occupies twice as much time as the inspection of schools, but notwithstanding this, the whole of the schools in the district open during the year could have been inspected if some other arrangement could be made for the examination of applicants for admission into the service.

MATERIAL ORGANIZATION.

The accommodation has become insufficient at Cunnamulla, Goombungee, North Toowoomba (boys), and North Toowoomba (girls). New classrooms were added at Augathella, Jondaryan, and North Toowoomba (boys), but the latter school is still overcrowded. The schools at Gowrie Junction, Mitchell, Wilsonton, and Yeulba will soon require increased accommodation.

The playsheds at North Toowoomba boys' and girls' schools have been constantly used for teaching purposes for several years. Out of 37 State schools, 20 are provided with classrooms, 15 with galleries, and 15 with stoves. Seven State schools have no teachers' residences; 16 are provided with playsheds and 21 require them; gymnastic apparatus was found at 7 schools only. All the buildings were reported in very good repair. Furniture and teaching material in full supply. Fencing was reported in bad condition at one school only (Surat). A total sum of £30 5s. 4d. was authorised for minor repairs.

INTERNAL ORGANIZATION.

STAFF.—The staff strength in State schools is one teacher to 32 pupils in average attendance (calculated by including 31 young pupil-teachers as each of equal value to an assistant), and ranges from 41·7 at Gowrie Junction and Thargomindah to 15 at Gowrie Road In Provisional and Roman Catholic schools there is one teacher to an average of 18 pupils. As failing to mintaian the specified average attendance required by regulation 9, the following Provisional schools should be closed:—

Annievale	on roll	9	Average attendance	9
Beranga Bridge	„ „	13	„ „	10
Balmoral	„ „	13	„ „	10
East Prairie	„ „	8	„ „	5
Tipton	„ „	9	„ „	8
Widgeegoara	„ „	12	„ „	9

If the present average attendance is maintained, the following Provisional schools are large enough to be converted into State schools:—

Doctor's Creek	enrolment	52	Average attendance	37·4
Euthulla	„	42	„ „	34
Macalister	„	37	„ „	31
Wyandra	„	50	„ „	37

The number of teachers employed is 187, namely, 111 in State schools, 51 in Provisional and Half-time, and 25 in Roman Catholic schools. They are classed as 91 head teachers, 51 assistants, and 45 pupil-teachers. The head teachers in charge of Provisional schools are all unclassified. There are 40·1 per cent. of classified teachers, and 59·8 per cent. of unclassified teachers in this district. It speaks well for the tact and imitative powers of our pupil-teachers that they pick up the art of teaching so quickly and so well as they do, for in very few schools can the head teacher devote any special time to their training.

CLASSIFICATION.—The total enrolment for the whole district inspected is 6,382—viz., in State schools, 4,708, in Provisional, 1,143; and in Roman Catholic schools, 531. The number of pupils examined is 4,924—viz., in State schools, 3,828 (81·3 per cent. of enrolment); in Provisional, 764 (66·8 per cent.); and in Roman Catholic schools, 332 (63·5 per cent.) The percentage of enrolment in each class in State schools is—sixth class, 1·8; fifth, 7·3; fourth, 15·3; third, 20·3; second, 21·7; and first, 33·4. In Provisional schools—fifth class, 3·1; fourth, 13·1; third, 18·2: second, 23; and first, 42·4.

With regard to the number of pupils who attended school 4 days out of 5, the number in the State schools for the quarter preceding inspection was 2,659 out of 5,970 on roll, and in the Provisional schools was 383 out of 940 on the roll. In the State schools the number who attended at least four days per week was 44·5 per cent. of the number on roll, and in the Provisional schools 40·7 per cent. In each class of school the number that attended 4 days out of 5 was less than half the number enrolled.

The attendance last year has been much less regular than the year before. Sickness among the pupils has been widespread and continuous: this of course was the cause of the unusual irregularity. At only 2 schools, I think, did I hear that the children had not suffered from serious sickness. Dengue fever came first, and was followed by influenza, measles, and whooping cough in succession. At one school, to which I had driven twenty miles, the schoolroom and contents had just been thoroughly cleansed, after having been closed for nearly three weeks owing to the sickness (from measles) of the teacher and nearly all the children. Such a succession of epidemics among school children I have not known in any previous year. But carelessness is still the cause of a great deal of irregularity, which is a source of worry and discouragement to every good teacher. One worthy schoolmaster in a farming district spoke bitterly of the attendance at his school. He remarked that his school was noted for irregularity, that most of the parents set their children to all kinds of work on the farms instead of sending them to school, and practically only sent them to school when there was nothing else for them to do.

Punctuality at the State schools may be described on the whole as *good*, and at the Provisional schools as *fair*; the average percentage of late children at the former being 4·6, and at the latter 7·1.

In the 38 State schools inspected there were employed 79 classified teachers (44 males and 35 females), 7 unclassified teachers (6 males and 1 female), and 39 pupil-teachers (17 males and 22 females). The 6 male unclassified teachers had charge of unclassified State schools, and the female unclassified teacher was an assistant in a State school.

In each of 36 of the 37 Provisional schools one teacher is employed, and in the remaining one, a school with 67 children on the roll, there are 2 teachers. This large Provisional school is that at the Upper North Pine, the parents of the pupils of which are not anxious that it should be transformed into a State school, being well satisfied with it as it is.

The State school teachers as a body are doing earnest and successful work, and the Provisional school teachers are industrious and fairly successful, some of them doing most creditable work.

The pupil-teachers were examined in class teaching, drill, and reading, and, on the whole, acquitted themselves satisfactorily. Of course, some are very promising; and a very few, from want of suitable instruction or from natural dulness, are quite the reverse. Criticism lessons should be given more regularly than they have been. The head teacher has not time or convenient opportunities during the ordinary school hours for instructing his pupil-teachers in class teaching. This instruction should be more effective than it sometimes is, and should be given during the time set apart for the instruction of pupil-teachers. Every teacher (pupil-teacher or other) should be able to hand to the examiner notes of the lesson he proposes to give at his examination.

The discipline of the State and Provisional schools continues to be satisfactory. The school habits and general behaviour of the pupils of the Provisional schools compare favourably with those of the State school children. The teachers of country schools, State and Provisional, say that they find their pupils very tractable and easily controlled, and my own observation has confirmed this. Big boys of fifteen or sixteen, who, if they lived in a town, might be troublesome at school, are generally quite docile and well behaved in a bush school, even when conducted by a female.

The classification is generally correct, but not always judicious. Although in the Provisional schools the number of classes has been often wisely reduced, and efforts in this direction were noticeable in the State schools, the number is still unnecessarily great in many schools, and time is in consequence wasted. In small schools Schedule V. should be the main guide when arranging the classification. Time tables receive a fair share of attention, and are generally fairly well constructed. Too often, however, there are omissions or mistakes which leave an unpleasant impression.

The results of examination and the progress made by the schools generally have been very fair, notwithstanding the prevalent sickness. Much credit is due to many teachers who, under adverse circumstances, have produced good results. The general condition of the State schools and of the Provisional schools ranges from *moderate* to *very creditable*.

The results of examination in the lower classes of the Provisional schools were often very satisfactory, but with the fifth class work Provisional school teachers do not succeed so well. Indeed, I know some State schools where the upper class instruction is not carried on as successfully as it should be, and where, apparently in consequence, the elder children attend irregularly and take insufficient interest in their work. But these are quite exceptional. If a State school has been long established its value may be estimated mainly (but not entirely) by the size and attainments of the highest class (fifth or sixth). The instruction of the highest class, where the pupils' maturer powers enable them to learn more quickly and thoroughly, and where their opportunities for improvement are coming rapidly to an end, is, of course, the most important work of the school.

I visited 7 schools this year in the south of the Burnett district, detached by 60 miles from the rest of my schools. The last time I was there, in 1885, there was but one school—the State school at Nanango; now there are in addition, and within 15 or 20 miles of Nanango, 6 Provisional schools. On the whole all these schools are conducted satisfactorily, and some of them most creditably. It was pleasing to hear the remarks of people of all classes that the schools were a great boon to the settlers. This is a fine grazing and wheat-growing district of great extent, practically unsettled, that only requires railway communication with Brisbane to make it progress and require very soon many more schools.

The schools which were found to be in the best condition, everything considered, were the following:—State: Fernvale, Indooroopilly Pocket, Milton, Moggill, Nanango, Nundah, and Terror's Creek. Provisional: Kedron Upper, Kunioon, Rocksberg, Samson Creek, Taabinga Village, and Villeneuve. The names are given in alphabetical order, and not in order of merit.

The new Regulation, 113, by which the subjects of instruction in the smaller State schools and the Provisional schools are limited to the more useful subjects, is working well. To that regulation and to its predecessors, which were applicable to the Provisional schools only, is to be attributed much of the improvement of late in the soundness of the instruction given in many small country schools. Indeed, I should like to see all the small State schools, each of which is in the hands of one teacher, required to follow the course of instruction mentioned in Regulation 113.

Sufficient time has not elapsed since the introduction of the additional subjects into the programme of the larger schools to form an opinion respecting the working of Regulation 112. The Regulations only came into operation in July last—after many State schools had been inspected. Many weeks had to pass before sufficient work could be done in the schools to allow of examination, and for a large part of the half-year I was inspecting small schools in which these subjects were not required to be taught. At the close of the half-year, however, the new subjects were examined in a few schools with very varying results.

I have, &c.,

J. J. CAINE,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR MACGROARTY.

South Brisbane, February, 1899.

SIR,—I have the honour to submit to you my General Report for the year 1898.

As last year, the district in my charge, called "Brisbane and Gympie," includes most of the schools in North Brisbane and Fortitude Valley, with those at Kelvin Grove Road, Ithaca Creek, and the Roman Catholic schools at Wooloowin and Sandgate; the schools near the railway line between the Brisbane River and Booval, with those at Blackstone, Redbank Plains, and Upper Bundamba; all the schools in Gympie and its vicinity, extending as far as Widgee and Imbil; and the schools near the North Coast Line between Beerwah and Gympie, including those on the Blackall Range and Buderim Mountain. Toward the close of the year, eleven schools in Mr. Inspector Caine's district were allotted to me for inspection.

SCHOOLS.—The number of schools in my own district at the end of the year was 69, and they may be classed as follows:—

State schools for Girls only	4
„ „ „ Boys only	6
„ „ „ Infants only	4
„ „ „ Girls and Infants	2
„ „ „ Boys, Girls, and Infants	13
Unclassified State schools	2
Provisional schools	31
Roman Catholic schools	5
Church of England school	1
Private school (Bowen House)	1
Total	69

One new Provisional school, Cooroora, on the Tewantin road, was opened at the beginning of the school year; and during the year, on account of an increase in the number of pupils, the unclassified State school at Woombye became classified, and the half-time Provisional schools at Maleny and Blackall Range were carried on as full-time schools. Late in the year, the Provisional school at Nambour was superseded by the establishment of a State school in that rising township. The Roman Catholic school at the Monkland, which was closed the previous year, was reopened early in this year. Visits of inquiry about applications for the establishment of new Provisional schools at the Veteran Road (near Gympie), Bli Bli (near Woombye), and Neusa Vale were made during the year.

The first month of the year was almost wholly taken up in valuing grammar school scholarship examination papers, and in writing my Annual Report. The work of inspection began on 28th January, and, except two weeks' leave of absence, and three days spent in drafting examination papers, the rest of the year was devoted to examining schools, travelling, inquiring into applications for the establishment of new schools, writing reports, conducting the annual examination of teachers, &c., at Gympie, and valuing examination papers.

MATERIAL ORGANIZATION.

To remove the overcrowding at the Gympie Central Schools, the erection of a new boys' school of two rooms, each 51 feet by 25 feet, with a fine hall 51 feet by 20 feet between them, well lighted with lantern lights in the roof, and open at both ends, was nearing completion at the end of the year, and should be ready for occupation early in this year. The old boys' school is to be fitted up as a school for infants only. At Cootharaba Road, too, near Gympie, the building of a new State school to supersede the Provisional school, which did not afford sufficient accommodation for the pupils in attendance there, was commenced late in December. Last year, in consequence of wet weather and various epidemics, the attendance of pupils at many schools fell below their usual numbers, and thus caused the accommodation to be sufficient in schools where in the previous year it was not so, and still it falls short of even 8 square feet to each child in average attendance at the following schools:—

	Inside Floor Space.	Average Attendance.
Gympie One-Mile (boys)	2,320 square feet ...	303·3
„ „ (girls)	2,200 „ ...	279·4
Fortitude Valley (infants)	2,050 „ ...	276·4
Kelvin Grove Road (girls and infants) ...	1,995 „ ...	365·6

Extensive repairs were effected at the Sherwood State School. Painting and some minor repairs are needed at Gympie Central (girls and infants), and at Dinmore.

The supply of furniture and material for instruction is, in most instances, sufficient and suitable. The Brisbane Central Boys' School is still well to the front in providing specimen boxes to show the different stages in the manufacture of most articles in common use, and plates and diagrams illustrating lessons given on physiology. An expensive cabinet, containing apparatus to illustrate the various stages in the needlework schedule, has been provided by the teacher of the Sandgate State School.

The interest in "Arbor Day" seems to be abating somewhat in this district, and this, no doubt, is to be regretted, for, school grounds beautified with trees must educate the æsthetic taste of the pupils. For very neat and well kept plots near their schools, the Leichhardt Street schools take first place, Fortitude Valley (boys) being second. To have the grounds about the school tastefully laid out with a number of grass plots and flower beds should be within the reach of most teachers, as most of the work necessary to keep these plots in order should readily and willingly be done by the pupils themselves under some little direction and supervision on the part of the teacher. "To love flowers and study them in their growth, habits, and history have a refining and elevating influence, tending to develop a fine taste, and quicken the perception to a better appreciation of the beauty of form and colour."

INTERNAL ORGANIZATION.

I can bear testimony to the devotedness and high character of the teachers of my district, as a body; they work earnestly and honestly, and, almost without exception, they do the best they can to perform their onerous and trying duties efficiently, and many of them attain creditable success. With them the welfare of their pupils is a matter of the greatest concern both in the schoolroom and out of it. Their conduct has, I am happy to say, been highly exemplary, and as a class they are much esteemed and respected in the localities in which they reside. The following figures show the classification of the teaching staff employed at the time of inspection in the schools of the district, Roman Catholic, Church of England, and private schools not included :—

—	MALES.		FEMALES.	
	Head Teachers.	Assistants.	Head Teachers.	Assistants.
First Class, Division 1	3	0	1	0
" " " 2	1	0	0	0
" " " 3	2	0	0	0
Second Class, Division 1	5	2	3	0
" " " 2	0	1	3	0
" " " 3	0	1	1	2
Third Class, Division 1	8	13	2	42
" " " 2	0	12	0	18
" " " 3	0	7	0	4
Unclassified Teachers	12	2	14	4
Pupil-teachers, Fourth Class	1	4	2	3
" Third Class	0	4	1	3
" Second Class	0	10	1	23
" First Class	0	6	0	11
" on Probation	0	8	0	2

In the State and Provisional schools of the district there are 131 classified teachers, 5·34 per cent. of them being in the first class, 13·74 per cent. in the second-class, and 80·92 per cent. in the third class; but reckoning only those of them in charge of schools, 24·1 per cent. reached the first class, 41·4 per cent. the second class, and 34·5 per cent. the third class. The percentages of the whole teaching staff in the following ranks are:—

Classified teachers—all in State schools	54·13 per cent.
Unclassified teachers—all in Provisional and reduced State schools ...	13·22 "
Pupil teachers of Fourth Class—all except 3 in State schools	4·13 "
" Third Class—all except 1 in State schools	3·31 "
" Second Class—all except 1 in State schools	14·05 "
" First Class—all in State schools	7·03 "
" On Probation—all in State schools	4·13 "

In State, reduced State, and Provisional schools the number of pupils in average attendance to each teacher—counting the pupil-teachers on probation, whose help, in most instances, is of little account,—was 32·1; in State schools, 33·8; in reduced State, 25·4; and in Provisional, 18·8. In only 5 State schools did the average number of pupils exceed 40 to each teacher; in one of them 52. In reduced State schools the lowest average was 23, and the highest 27·3. In Provisional schools the numbers vary from 10 to 37·3; in two of them—Yandina and Lagoon Pocket—the attendance exceeds the *minimum* required in a State school. As stated last year, the conversion of these, and similarly circumstanced schools in other districts, into State schools, would make an opening for assistants who are qualified to become head-teachers.

GOVERNMENT.—The first concern of a teacher is to see that good discipline is established in his school, and this done, success in other directions must follow almost as a matter of course, and I am pleased to report that in this respect the schools of my district, as a rule, stand very high. The head teachers of the large schools, male and female, who are generally very loyally assisted by their subordinates, realise to the full extent the necessity of securing good order and discipline, with a pleasing and healthy tone, and a ready and cheerful obedience on the part of the pupils. On entering a good school, one is at once struck with the excellent order and discipline which prevail—no restlessness, no unnecessary noise or disorder of any kind; each teacher at his post, and each class under complete control. For the benefit of the few who have still much to learn and much to undo, I may point out that the fault lies mostly with themselves and their methods, and not with the pupils entrusted to their care.

CLASSIFICATION.—In the large schools the classification is generally suitable, but in the small ones it is often too minute. In a school of 28 pupils I found one teacher trying to look after 8 drafts; in two schools of 49 and 35 pupils respectively one teacher had his pupils split up into 7 drafts, and in 3 of 19, 20, and 20 pupils respectively each teacher had 6 drafts on his hands, while 5 drafts to one teacher is very common. In a school where the teacher is single-handed, the drafts should not exceed four. The schedule requirements have been, on the whole, more than fairly overtaken, the average proficiency for all schools in my district having reached 63.9 per cent.—State schools, 65·7 per cent.; reduced State schools, 64 per cent.; and Provisional schools, 59·6 per cent. In very many instances the pupils' ages compared with the standard are in excess.

The number of schools between 50 and 60 per cent. in proficiency was	15
The number of schools between 60 and 70 per cent. in proficiency was	46
The number of schools 70 per cent. or over in proficiency was	1

Including Roman Catholic, Church of England, and private schools, as well as those inspected outside my own district, the children examined by me during the year numbered 11,546.

In *quantity* the attendance for all my schools was over very fair—74·3 per cent. of the enrolment; State and reduced State being 75·1 per cent., and Provisional schools 64·8 per cent. Its *quality*, however, was not satisfactory, as only 56·5 per cent. of the enrolment attended school 4 days out of 5. This, no doubt, was to some extent due to the various epidemics that prevailed during parts of the year, but it was due to a much greater degree to the neglect of parents, who should be *compelled* to give their children the benefits of the education so liberally provided for them by the State.

RECORDS.—The school records are, as a rule, neatly, accurately, and faithfully kept.

SPECIAL OBSERVATIONS.—In one school the average percentage of all results exceeded 70—Brisbane Central (infants), 70·1 per cent. Then follow, more or less closely, Fortitude Valley (infants), 69·5 per cent.; Brisbane Central (boys), 69·4 per cent.; Leichhardt Street (infants), 68·9 per cent.; Gympie Central (girls and infants), 68·6 per cent.; Dulong, 68·6 per cent.; Kelvin Grove (girls and infants), 68·4 per cent.; Brisbane Central (girls), 68·3 per cent.; Gympie One Mile (infants), 68·2 per cent.; Clayfield, 68·1 per cent.; Monkland, 67·3 per cent.; Imbil, 67·3 per cent.; Lowood, 67·2 per cent.; Redbank, 67·1 per cent.; Sandgate, 66·2 per cent.; Sherwood, 66 per cent.; Kelvin Grove (boys), 65·5 per cent.; Nambour, 65·5 per cent.; Fortitude Valley (girls), 65·3 per cent.; Ithaca Creek, 65·3 per cent.; Goodna, 65·3 per cent.; Maleny, 65·2 per cent.; Leichhardt Street (girls), 65·1 per cent.; and Gympie Central (boys), 65·1 per cent. The schools with the lowest percentages were

Mooloolah Plains, 50·8 per cent.; Bunya Creek, 58·3 per cent.; Teutoburg, 53·5 per cent.; Diddillibah, 54·3 per cent.; Cooran, 54·4 per cent.; Lagoon Pocket, 54·7 per cent.; Pie Creek, 54·7 per cent. The classes that gained 70 per cent. or over were in the following schools:—

Sixth Class.—Petrie Terrace (girls and infants), 76·9; Brisbane Central (girls), 75; Brisbane Central (boys), 74·6; Clayfield, 74·2; Gympie Central (girls and infants), 73·8; Kelvin Grove (girls and infants), 72·9; Monkland, 72·4; Leichhardt Street (boys), 72·9; and Fortitude Valley (boys), 70.

Fifth Class.—Brisbane Central (boys), 72·2; and Brisbane Central (girls), 70·1.

Fourth Class.—Sandgate, 71·3; Brisbane Central (boys), 70·7; Gympie Central (girls and infants), 70·2; and Kelvin Grove (girls and infants), 70.

Third Class.—Monkland, 71.

Second Class.—Gympie (girls and infants), 70.

First Class.—Maleny, 73·3; Dulong, 71·3; Brisbane Central (infants), 70·1; Imbil, 70; Mooloolah, 70; and Kelvin Grove (girls and infants), 70.

Eleven boys and 3 girls—Brisbane Central (boys), 8; Leichhardt Street (boys), 2; Brisbane Central (girls), 2; Gympie Central (girls), 1; and Bowen House, 1—were successful in gaining Grammar School scholarships at the annual examination held in December last. One of the candidates from the Brisbane Central (boys) headed the list, three others from this fine school being respectively fourth, fifth, and sixth.

The addition of some branches of "Higher Education" to our Schedule without including classics looks somewhat like the play of "Hamlet" without Hamlet. Of the results likely to be obtained under "*The State Education Act Amendment Act of* 1897," which came into operation on 1st July, 1898, I can speak with little certainty, for, at the time mentioned, the text books required were not procurable in the colony, so that the year was well-nigh over before they became available for use, and little more than a beginning has been made in connection with the new subjects. The Brisbane Central (boys) School was the only one where the pupils were examined on the new work, and here, as might be expected, the pupils are, on the whole, making very fair headway in their new studies. In the highest class, however, only the twelfth proposition of Euclid, Book I, has been reached. From my knowledge of the teachers of my district, I am sure they will make an earnest, honest, and loyal effort to overtake the requirements of the new Schedule, but with what success cannot now be said. My own opinion is that the teachers had fully enough to do to cope successfully with the requirements of the Schedule as amended in 1896 at a conference of inspectors; indeed, I think the ordinary primary school subjects must suffer much from the introduction of "Higher Education" into our common schools. By all means let us have "Superior Schools," admission to which should be by examination only, but let primary schools be confined to primary school work. In the case of girls' schools, I fear that in many instances the teaching of Euclid will not be a success, for few of the teachers themselves have studied the subject; and even if it can be taught successfully, how many of our primary school girls can a little smattering of the subject benefit in after life? Until female teachers can qualify themselves to teach Euclid, could not the head teacher of the adjacent boys' school, or one of his assistants, take the girls for instruction in this branch? To teach in our primary schools agriculture, botany, or geology from text books without ample field work, or to teach practical chemistry and physics without well-equipped laboratories is a hopeless undertaking. Seeing that a large majority of the pupils in attendance at our primary schools must in the future earn a living by some form of manual labour, it would be rational, I think, to turn our attention to the claims that "Industrial Education" has upon us. The following, which appeared some years ago in an American School Report, would seem to be somewhat applicable to ourselves just now:—

"Many thoughtful and philanthropic persons in the community are beginning to feel that we are concentrating our efforts too exclusively upon intellectual instruction. It is thought that the tendency of the school is to give the pupils a distaste for manual occupations; that they are too much stimulated to persevere in their school studies by fallacious hopes of obtaining a livelihood in occupations which do not require manual labour. I am in favour of adapting all our educational systems and institutions to the actual wants of the community, and it strikes me that this question of industrial schools is at least worthy of careful investigation."

The following extract from an Inspector's Report in the "Old Country" tallies exactly with my own experience here regarding inspection work:—

"It is needless to say that the exigencies of inspection work are many and trying, and that the inspection for results of this district calls for my every moment, and does not give much time for other kinds of inspection, such as secondary and incidental visits. I may add that whatever can be spared is but too little for correspondence, for the holding of inquiries, and the compiling and furnishing of returns for your office. I do not think it would work ill for education if inspectors had a little more time for thought and reflection."

I have, &c.,

D. C. MACGROARTY,
District Inspector.

The Under Secretary, Education Department.

REPORT OF MR. DISTRICT INSPECTOR SHIRLEY.

South Brisbane, 21st February, 1899.

SIR.—I have the honour to submit my Report on the schools of the South Moreton district for the year 1898.

The boundaries of this district remained unchanged during the year. The schools inspected are those of the metropolitan area south of the Brisbane River, and that portion of the East Moreton province lying between the city of Brisbane and the New South Wales border. Within this area there were in operation at the beginning of the year 44 State schools, 40 Provisional schools, and 6 schools not controlled by the Department, but the inspection of which forms part of my charge. Few additional schools were authorised during 1898. A State school to accommodate 300 children is in course of construction at East Brisbane, and another for 75 pupils opened with the new year at Pimpama Island. The Canungera Lower Provisional school, closed in December, 1893, was reopened late in the year. During the last fifteen years the increase of schools has kept even pace with the increase of population, and only in a few isolated places in the Macpherson Range are there scattered families out of reach of existing schools. The 44 State schools provide 60,700 square feet of floor space, or rather more than 10 square feet for each pupil in average attendance. In the interval between examinations additional space has been supplied to the Beaudesert school and the Woolloongabba (Girls and Infants) school. In 41 Provisional schools the total space measures 17,840 square feet, giving over 20 square feet to every pupil in average attendance. The increase under this head is due to the opening of the Canungera Lower School. Since inspecting the school at Maudsland the room has been lengthened 10 feet. The Canungera Upper School has been removed to a more central site near the sawmill, and has been put into good condition and repair. The Provisional schools at Brown's Plains and Westbury were closed during part of the year.

In State schools at the date of inspection 95 adult teachers and 77 pupil-teachers were employed in instructing 7,776 enrolled pupils, of whom 5,892 were in daily attendance. The average charge of each teacher in a State school is therefore 45 enrolled pupils, of whom 34·2 are in daily attendance. Of adult teachers in State schools 4 are of first class rank. 17 males and 3 females of second class rank, and 30 males and 41 females of third class rank. In Provisional schools 41 teachers have charge of 1,123 pupils, of whom 818·3 are daily attendants. The average charge of each Provisional school teacher at the date of inspection was 27·4 enrolled pupils, and 19·9 average attendants. Four Provisional school teachers have passed the examination for teachers of the third class, 11 have passed the (now obsolete) examination for temporary teacher, and the remainder have been tested as to scholastic ability at the office or by a district inspector.

Including schools not under the Department, and four city schools in Mr. Caine's district, which I examined by direction, the total enrolment for the district is 10,605, the average attendance 8008·2, and the number examined 8,418. Pupils attending 80 per cent. of school days number 6,407 or rather more than three-fifths of the whole enrolment. This year has been an unusually unhealthy one; wave after wave of sickness has left its ripple marks on both attendance and attainments; and to this fact is due the decreased charge of each State school teacher, Measles, influenza, and whooping cough affected most of the schools; and in a few localities scarlet fever also made its appearance. The teachers were not less affected than the children, and much valuable time was lost by them, especially in town schools. The parents of 111 children of school age are reported by teachers as neglecting to send their children to school.

The classification of pupils is on a very satisfactory basis, and the few individual exceptions can usually be explained by reference to an attendance roll. The faults of undue classification and excessive subdivision are gradually disappearing, and little difficulty was experienced in either respect this year. Of every 100 pupils enrolled, 26·4 are in the three senior classes, 42·5 in the two middle divisions, and 31·1 in infant drafts.

Attainments have been adversely influenced by the breaks in attendance of teachers and pupils caused by the various epidemics. Less damage has been wrought than might be expected, as most of the schools began the year in fine working condition, and were able to meet the extra strain. The average percentage of all results is: For State schools 64·8 per cent, and for Provisional schools 63·8 per cent.

The following schools, placed in order of merit, obtained at least 70 per cent. of the maximum marks:—Rocklea, Woolloongabba Girls' and Infants', Coorparoo, Kangaroo Point Boys', Redland Bay, Bulimba, Eight-mile Plains, South Brisbane Boys', and South Brisbane Girls and Infants' State schools; and Currumbin Creek, Greenbank, and Stockleigh Provisional schools.

The fine work produced by many Provisional school teachers is highly creditable to their zeal and industry and for real interest in their pupils, and determination to overcome difficulties, they at times excel their more favourably situated colleagues of the State schools. In no State school is the general condition unsatisfactory, and dissatisfaction under this head had only to be expressed of the Provisional schools at Logan Village and Mudgeraba Lower, the last-named being now in different hands.

A marked change in the fifth and sixth class schedules came into force with the third quarter of the year. The principal alterations are the addition of Euclid and algebra to the list of subjects; the addition of science teaching to the programme for sixth class girls; the wide range of optional science subjects, specially devised to give play to the peculiar bent or special ability of a teacher; and the introduction to higher English literature by the study of a selected English classic. The number of pupils in my district affected by this change is 1,029, or about 10 per cent. of the whole enrolment. As Euclid and algebra are among the subjects required from male teachers at the Christmas examinations, there was little difficulty in teaching mathematics in boys' schools; but our female teachers were not similarly prepared. With the hearty assistance of the mistresses of our city schools, I formed a class in mathematics for female teachers, which was held on Mondays, in the rooms of the Royal Society, from 7·30 to 9 p.m.; and by the end of the year we were able to cover the mathematical requirements of the fifth class. The teaching was a pleasing change from ordinary duties, and the class was of excellent material, and thoroughly in earnest. Our children have taken kindly to mathematical study, and good progress has been made. Naturally algebra is the greater favourite of the two branches; but this will probably be reversed when the drudgery of the geometrical definitions has been left behind. The study of the selected classic ("The Merchant of Venice") has had a quickening and invigorating effect upon the reading of sixth class pupils, and especially upon the recitation and comprehension of subject matter. With one exception our schedules now equal in their demands those of New South Wales. In the mother colony, as given in the Report for 1897, 2,171 pupils were examined in French, and 2,005 in Latin, in all about 2 per cent. of the enrolment. So far as 98 in every hundred of our scholars are concerned, the curricula of the two colonies agree in all essentials. It does not seem to have been clearly grasped by head teachers of girls' schools that, with the striking out of domestic economy from the sixth class schedule, the teaching of one of the specified branches of science is a necessity. This is a matter requiring prompt consideration and arrangement. The teaching of arithmetic shows slow yet steady improvement in boys' and mixed schools, but little advance has been made in girls' schools. The contrast between the sexes in the arithmetical results of pupil-teachers' examinations is also very pronounced; and the divergence grows wider as the status rises, from which it seems fair to infer that the fault lies more with the head teacher than with the pupils.

Discipline is well maintained in our schools; the tone is usually sound and honest; and lessons are given under most favourable conditions of quiet, order, and attention. The only marked exceptions to this good government were found at Coomera Lower, Brown's Plains and Mudgeraba Lower; and the two last-named are now under better management. In riding along the country roads from the railway station to the bush schools I have been much struck by the politeness of country children, and the marked improvement in their manners of late years. Overtaking them in little groups on their way to school, one marks with pleasure the hearty chorus of greetings, and the frank, manly bearing of the boys.

Petty carelessness in posting the entries of work and attendance has rather increased than otherwise. The records were reported as incomplete at Beaudesert, Eight-mile Plains, Junction Park, Kangaroo Point Infants', Lytton, Tingalpa, and Woolloongabba Girls' and Infants' State schools; and Bundall, Canungera Lower, Canungera Upper, and North Maclean Provisional schools. They were incorrect at Cooper's Plains State school, and Currigee and Pimpama Island Provisional schools. By many teachers these records are as neatly and correctly kept as the books of any merchant's office in the city.

The formation of cadet corps has not yet extended to my district. From the large schools at Coorparoo, Dunellan, Junction Park, Kangaroo Point, South Brisbane, West End, and Woolloongabba, three corps could be formed by grouping neighbouring schools, and from Kangaroo Point an application for the formation of a corps has been received.

One bursary and five Grammar School scholarships were won by pupils of this district; the bursary and a scholarship were gained by boys from the small school at Redland Bay, a most honourable distinction; of the other scholarships, one each went to Bulimba and Yeronga, and two to South Brisbane. A very strong effort has recently been made, by persons engaged in private tuition, to prove to our teachers that it is an extremely discreditable thing to prepare senior pupils for scholarship or university examinations. This idea is evidently absent in New South Wales, where the General Inspector, in his latest report, points with pride to the 222 pupils who pass the Sydney junior examination; and shows that Fort Street School has a record for the year of 68 junior, 6 senior, and 24 matriculation passes.

I have, &c.,

JOHN SHIRLEY, B.Sc.,

District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR ROSS.

Drayton, February, 1899.

SIR,—I have the honour to submit my General Report on the schools in the Downs South District for the year 1898.

In addition to the schools in the southern part of the Darling Downs, this district includes West Haldon, in West Moreton, and Bloomfield Hills, Kingumbilla, Mungindi, St. George, and Bollon, in the Maranoa.

During the year new Provisional schools were opened at Mount Janet, near Dalveen, Upper Forest Springs, near Allora, Broxburn, near Pittsworth, Goondiwindi East, O'Mara's Bridge, near Clifton; and half-time schools at Bloomfield Hills, and Kingumbilla. The Provisional school at Mountain View has been converted into a State school, and steps are being taken to effect a similar change in the Provisional school at Thane's Creek. At Allora, Goondiwindi, and Hendon State schools, the accommodation has been considerably extended. Applications for new schools were received from Campbell's Plains, near Warwick, Ross Vale, near Pittsworth, Wellcamp, near Drayton, and Condamine River, near Killarney. A State school was recommended for Campbell's Plains, and Provisional schools for Ross Vale and Wellcamp. The requirements of Condamine River were found to be adequately provided for by the State schools at Killarney and Mountain View. During visits to the respective neighbourhoods, a new provisional school building was inspected at Smithfield, near Texas, and another was in course of erection at Dareel, near Mungindi, both of which will be opened during the year.

The opening of 7 new schools and the granting of 6 others in one year is, for this district, a record achievement; and it is as gratifying as it is unique, evidencing, as it does, the anxiety of the settlers in the outlying district to provide for their children the means of education. This becomes all the more apparent when it is borne in mind that the promoters of Provisional schools are required to furnish half the cost of the necessary buildings. Formerly it might fairly have been said of many of the promoters of Provisional schools that their zeal in the cause of education evaporated with the completion of the buildings. This can hardly be said now, as generally a lively interest is taken both in the schools and the progress of their children.

The year closed with 97 schools in operation—39 classified, and 8 unclassified State schools, 44 full and 4 half-time Provisional schools, and 2 Roman Catholic schools. The whole of these schools were examined in detail once only, and second visits, chiefly for the purpose of examining pupil-teachers in professional subjects, were paid to four of the State schools. The great increase during the last few years in the number of schools to be inspected, and of other work that in the aggregate absorbs a considerable amount of time, make it impossible to pay second visits such as were made in former years. This is undoubtedly a matter for regret. At these second visits the schools were seen in their work-a-day garb, and a better means for the observation of the discipline, tone, methods, and life was afforded than is at all possible during an ordinary detailed examination. They furnished opportunities for friendly discussion with teachers, were helpful to them, and beneficial to all concerned.

The arrears of painting and repairs referred to in a previous report have generally been overtaken both as regards the school buildings and teachers' residences. The school grounds also, with few exceptions, Drayton being a notable one, are enclosed with good and substantial fences. The best kept school grounds are those of Killarney and Inglewood. In both places the school is approached through a path bordered by well-kept, pretty, and tasteful flower beds. Where a portion of the school grounds has been fenced off for the use of the teachers there is generally a garden, chiefly vegetable, but fruit trees, requiring so small an expenditure of either money or labour, are rarely cultivated.

The subjoined table shows the strength of the teaching staff:—

Schools.	Head Teachers.		Assistant Teachers.		Pupil Teachers.	
	Male.	Female.	Male.	Female.	Male.	Female.
State	44	3	3	18	10	17
Provisional	16	30	0	1	0	0

In State schools the total number of teachers of all grades is 95, in Provisional schools it is 47; and the average number of pupils taught by one teacher is, in the former 28 and in the latter 18. Where any real difficulty occurs in overtaking the requirements of the standards it is in schools of the eighth class, and in the seventh until the average attendance exceeds fifty, when an assistant or a pupil teacher is appointed. Few teachers, single-handed, can cope with such a difficulty, and all while working alone, whether in a seventh or eighth class school, would do well to confine their efforts to the course of instruction set forth in Regulation 113.

In the reports of individual schools furnished to the Department during the past year it has often been a pleasure to report in high terms of the ability and zeal displayed by head teachers of State schools, and of the warm interest they take in the welfare of their pupils, without which, howsoever a teacher may be gifted, he cannot become, in the widest sense of the terms, a thoroughly efficient and successful trainer of young children. Many Provisional school teachers, also, were reported as striving, to the best of their ability, to do their work diligently and faithfully.

The past year might be characterised as one of epidemics—dengue fever in the earlier months, influenza in winter, and measles towards the close of the year, each in turn seriously affected the attendance, especially in the larger schools. During the epidemic of measles some of these, and some of the smaller country schools, were closed altogether for periods varying from two to four weeks.

The enrolment in State schools for the month preceding inspections was 3,741, and the average attendance for the same period was 2,686·9, or 71·8 per cent. of the enrolment. In Provisional schools the enrolment was 1,125, and the average attendance 847·8, or 75·4 per cent. of the enrolment. The total enrolment in all schools—State and Provisional—for the month preceding inspections was 4,866, and the average attendance, 3,534·7, or 72·6 per cent. of the enrolment. For the quarter preceding inspections the total enrolment in all schools, exclusive of the Roman Catholic schools of Warwick and Stanthorpe, was 4,893, and the number attending 4 days out of 5 was 54·3 per cent. of the enrolment. The corresponding percentage for 1897 was 58·1 per cent., and 53 per cent. for 1896.

Comparing the attendance with that of the previous year, for all schools, there was a decrease of 4 per cent. in the enrolment, and 8·3 per cent. in the average attendance; for State schools the decrease was 1·9 per cent. in the enrolment and 11·9 per cent. in the average attendance; and for Provisional schools there was an increase of 8·9 per cent. in the enrolment, and of 5·4 per cent. in the average attendance. The State schools, being centres of larger population than the Provisional schools, naturally suffered more in attendance from the prevailing epidemics.

With the average attendance at 72·6 per cent. of the enrolment, and 54·3 per cent. of the enrolment in attendance on 80 per cent. of the days on which the school is open, there is ample room for congratulation and for encouragement. Of the two percentages given above it is the former to which special signification should be attached. It supplies a means of comparing the attendance of our schools with those of other countries, while the latter, as far as I know, is useless for such a purpose.* The London School Board schools in 1898 had an average attendance equal to 80·7 per cent. of the enrolment, with all its elaborate and costly machinery for compelling attendance. In 1897 it reached 80 per cent. in this district.

The number of children in the neighbourhood of a school, six years old but less than fifteen, who are not educated up to the standard of education and are not attending any school, is 164, or about 3 per cent. of the children of school age. To bring these children into school compulsion of a more exacting kind than that specified in "*The Education Act of* 1875" will be necessary in order to give them an education of any value. The Act only provides that children between the ages of *six* and *twelve* shall attend *sixty* days in each half-year or a little over 50 per cent. of the school time. With an attendance of this kind it would be impossible to educate such children up to the standards.

To the teachers is chiefly due the great advance of late years in the quality of the attendance, and to them rather than to the compulsory clauses of the Education Act must the country look for further improvement.

The percentage of enrolment in each class at the date of inspection was:—

Class	VI.	V.	IV.	III.	II.	1.
State Schools	2·8	8·8	17·3	18	21·2	31·9
Provisional Schools	0·7	6·5	14·2	17·8	26·1	37·7

The percentage of pupils in the higher classes does not vary greatly, nor is it probable that it will do so until the attendance becomes more regular and pupils are retained longer at school.

The pupils are clean and tidy in appearance, courteous and respectful in manner, quiet and attentive during instruction, orderly in class movements, steady and self-reliant under examination, and to all appearance cheerful and contented with their school life. Undue severity and repression are rarely met with, either in State or Provisional schools. Such is the general condition of the schools; but to this there are exceptions, happily by no means numerous, and in no schools are many of the features enumerated wholly wanting. Where the teacher is careless in dress and personal appearance, stiff and repellant in manner, noisy in teaching, or irritable and nagging in temper, the smooth working, cheerful hum, and high tone of a well regulated school will, more or less, be absent. Discipline is formative as well as repressive. Briefly, as it regards our schools, its mission is twofold—the repression or correction of wrong and vicious tendencies and the formation of good habits; but the teacher who has not learnt the art of self-government will fail in the task of rightly governing others. Taken as a whole, the discipline is undoubtedly better than it was some years ago, and if all children were brought under its influence, and remained under it to a later period than they do at present, an immense improvement in the habits and manners of the youth of this colony might naturally be expected.

In the absence of second visits—reference to which is made in the earlier portion of this report—it was only inferentially that a knowledge of the *methods* and *general working* of the schools could be obtained during the detailed examinations. Where there were good grounds for believing either imperfect, such hints and suggestions as were deemed necessary were given in the "General Remarks" appended to the reports of the schools needing them.

The most common error in the working of the schools is a disregard of Regulation 115, section 2, which reads, "Pupils *must* be *enrolled* according to their *classification*; but *classes may be taught together* if it *is* found to be judicious to do so." When a teacher, working single-handed, is found struggling along with *five* or even *six* classes, conscientiously striving to crowd into the work of each class all the items of instruction, exactly in the order laid down in Schedule VI., one cannot help regretting that so much zeal is tempered with so little discretion.

Allowing a reasonable time to the three R's, and this *must* be done, how are separate lessons in geography, grammar, object lessons, and history to be taught to the three higher classes. The day is all too short for such a task, and when it is attempted chronic muddle, misdirected energy, and waste of teaching power must be the result. A mistake of a similar kind, though not of equal gravity, is found occasionally in the larger schools when *two drafts* of the *same class* that might be taught *together* in *all* subjects, except perhaps in arithmetic, are taught as two distinct classes. Teachers of all schools would do well to carefully study Regulation 115 in its application to the lightening of school work and concentrating of the teaching power.

Reading is generally given in a sufficiently loud tone, with a fair amount of fluency, intelligence, and expression, especially in the higher classes. In the lower classes defective enunciation, articulation, and slurring in such combinations as "her-rat," "her-rand," for "her hat," "her hand," are occasionally met with; but these usually disappear as the pupils advance, and are due mainly to the fact that the younger pupils are left too much in the hands of young pupil-teachers or monitors. The upright system of writing is gaining ground in this district, and the results are gratifying. In copy books, exercise books, and on slates the writing in the schools that have adopted it is much better than it was formerly. Left to themselves, the pupils find it easier to write the *upright* than the *sloping* hand.

Judging by the results, great improvement has been made in the methods of teaching arithmetic. The branches of this subject to which special attention is needed, and always will be needed, are tables and mental operations. The former is often merely rote work, and, in the latter, greater speed in working out little or easy problems in the work prescribed for each class is desirable. There is little that has not been repeated over and over again to remark in reference to the teaching of object lessons, geography, grammar, and history. Apparently little or no preparation is made beforehand for giving lessons in these subjects, and without such preparation there must be a want of freshness in the lessons, and of heart and vigour in the giving of them. Increased interest might be infused into the lessons in geography by the adoption of Professor Meiklejohn's comparative method of teaching it. If nothing else were gained by the adoption of this method there would be unity and cohesion in the pupils' knowledge of the subject, as far as it went, instead of its being, as it largely is at present, a mass of names without connection or correlation. Analysis and parsing evidently absorb time that ought to be given to syntax and composition, neither of which, except in a few schools, has reached a satisfactory standard. The singular inability to intelligently apply the rules of syntax, even when the parsing and analysis are well done, would seem to indicate a want of just appreciation of the relative importance of these branches. Derivation properly taught, especially in the higher classes, might be made one of the most interesting of the branches of instruction taught in our schools. There is, however, little to be said in favour of it, taught as it has been taught in many of the schools of this district during the past year. Instead of its being utilised to show how words have been built up from simple elements, it has been regarded simply as prefixes, affixes, and roots, and not unfrequently roots without either. Suggestions in reference to the proper teaching of it were freely given during visits to the schools, which it is hoped will secure for it more intelligent treatment. Drill is, on the whole, better done than formerly, but the small amount of perceptible improvement made is by no means an equivalent offset for the time lost by those teachers who have occasionally to close their schools to attend the drills, &c., of the Teachers' Volunteer Corps.

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* *The School Board Chronicle*, 10th November, 1898.

"*The Education Act Amendment Act of* 1897," with new Regulations, came into force at the close of the midwinter vacation. By the new Regulations, in schools above the eighth class, Euclid and algebra were added to the course of instruction of the sixth and fifth classes, and to the former class the critical study of the language and subject matter of a suitable portion of an English classic. Provision is also made for the better teaching of history, Gardiner's "Outlines of English History" being the text book, and for a graduated course in any one of certain specified sciences. Before, however, the schools in this district were supplied with the necessary text books the year was too far advanced to render examination in the new subjects desirable—too little ground being covered. Opinions expressed by teachers were generally favourable to the changes made, and undoubtedly they will give an increased interest and zest to the studies of the two higher classes, as well as provide them with better means of education. The greatest difficulty in the working of the new Regulations will be encountered in schools of the seventh class. A teacher working single-handed cannot undertake the new work, and in some schools of this class there is only one teacher. While it is desirable that the studies of the older children should be extended, it is equally desirable that the younger children should not be neglected, which it is to be feared would be the case if the new Regulations are made to apply to all schools of the seventh class. The schools as a whole would benefit by substituting "seventh" for "eighth" in Regulation 112—new Regulations.

The best work was done in the following State schools, taken in alphabetical order:—Allora, Drayton, Emu Vale, Pittsworth, Spring Creek, Southbrook, Stanthorpe, Wallangarra, Warwick West (boys), Warwick West (girls and infants), and Woodview; and in Provisional schools taken in the same order—Accommodation Creek, Brigalow Gully, Elbow Valley, Mountside, Mungindi, Nobby, Pilton, Pine Creek, Strathane, and Yandilla. The schools enumerated above by no means, however, exhaust the list of those in which really good work was done, and the future of all is more or less hopeful.

I have, &c.,

R. NEWCOMBE ROSS,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR KENNEDY.

Brisbane, February, 1899.

Sir,—I have the honour to submit the following General Report on the schools of the West Moreton district for the year 1898.

DISTRICT.

The limits of the district were the same as in the preceding year, except that the school at Newtown, Ipswich, which had been for some time removed from my list, was replaced on it.

The total number of schools in operation was 96, viz., 54 State, 39 Provisional, and 3 Denominational.

No new schools were added during the year, but by the close of it new Provisional schools were ready for opening at Obum Obum and Rockmount. The establishment of a Provisional school at Whitestone was also authorised, but an application for the establishment of a State school at Teviotville railway station was refused, a Provisional school, however, being subsequently granted. At Forest Hill and Brassall, State schools are about to supersede the existing Provisional schools; and at Ropely, Mount Whitstone, Prenzlau, and Milford, the attendance is ample to warrant a similar change. The Provisional school at Teviot was removed to another position more convenient than the former one for the bulk of the pupils. The erection of a new Central school for boys, Ipswich, has been approved of, but further action has been blocked, it is to be hoped only temporarily, by the difficulty of procuring a suitable site.

All the schools in my charge were inspected, and the usual reports forwarded. Five candidates for employment as Provisional school teachers were examined at different times during the year. The inquiries held numbered 16, the majority of them relating to matters in connection with the establishment of new schools, but two being necessitated by friction between a head teacher and his assistants. Drafting teachers' examination papers, supervising the annual general examination in Ipswich, reading and valuing the examinees' answers, and assisting in the Education Office, occupied altogether 25 days. My total leave of absence came to 26 days, half of this being on account of illness.

MATERIAL ORGANIZATION.

State Schools.—The buildings at Burnside and Crow's Nest have been enlarged, and in other respects also greatly improved. Ipswich West (boys) school is still very much overcrowded, and consequently work is carried on under extremely unfavourable conditions; I learn with regret that in the matter of collecting local subscriptions towards the cost of enlarging this school very slow progress continues to be made. An even more pronounced case of insufficient accommodation is presented by the Ipswich Central (boys) school, where the attendance has nearly trebled during the past year. At Ipswich North (boys), on the contrary, the buildings could comfortably accommodate a great many more children than those now attending.

Except as above mentioned, the accommodation afforded by the State schools of the district is adequate to the requirements; such necessary improvements as repainting and the like are carried out with reasonable liberality and promptitude; and the material condition of the buildings is on the whole quite satisfactory.

Provisional Schools.—These are for the most part creditable specimens of their class. The least satisfactory buildings are at Clarendon, Mount Berryman, and Mount Whitestone; while at Ravensbourne and Flagstone Creek the absence of painting and fencing tells greatly against the appearance of those schools. At Summerhill a very desirable change for the better has been secured, the buildings having been painted, new furniture provided, and the grounds fenced; a serious defect of long standing at Monkey Waterholes—the lack of ceiling or lining to the iron roof—has been remedied; the buildings at Helidon Scrub have been painted; at Moorang a teacher's residence has been added; the grounds at Teviot have been fenced; while at Perseverance Creek the buildings were just about to be painted, and at Charlwood the grounds fenced, when these schools were last visited.

Among the Provisional schools, those at Brassall, Prenzlau, and Mount Sylvia were found to be particularly overcrowded at the time of inspection, and in the case of the lastnamed the evil was seriously aggravated by the fact of the roof—an iron one—being neither lined nor ceiled.

Grounds.—The improvement of the grounds has gone on fairly satisfactorily, considering the unfavourable weather conditions prevailing during much of the year. Nearly all the schools mentioned in my last Report as deserving of credit for what had been done in this direction are still entitled to praise, among them the little Provisional school at Mount Sylvia holding a prominent place; and special reference is due to the school at Plainland, where the tasteful and skilful planning out by the teacher, combined with the hearty co-operation of pupils and parents, has produced most admirable results. At Blantyre the grounds have been enlarged by an additional acre, and a playshed built; and a fine playshed has been erected at Peak Mountain also.

Teachers' Residences.—Those at Boonah, Gatton, Helidon, and Burnside need to be enlarged, and, except at the lastnamed, steps have been taken to secure the necessary additions. At Teviotville a side veranda has been added.

INTERNAL ORGANIZATION.

Staffs.—The number of teachers employed in the 54 State schools at the time when they were inspected was 131; the average number of pupils to each, based on the daily attendance during the preceding month, being 33·1, as against 33·7 in 1897. Of the 54 headteachers, 24 were in Class II., 27 in Class III., and 3 were unclassified, these being in charge of "reduced" State schools. The 77 subordinate members of the staffs included 7 male and 31 female assistants, all in Class III., and 20 male and 19 female pupil-teachers.

The 39 Provisional schools gave employment to 23 male and 18 female teachers, the average number of pupils to each, based on the daily attendance during the month preceding inspection, being 23·1, as against 23·7 in 1897. At Forest Hill, Milford, Mount Sylvia, Prenzlau, and Monkey Waterholes the number of pupils per teacher closely approached or exceeded 40, while at Brassall and Ropely the attendance was of such a size as to necessitate the employment of two teachers in each. It seems an anomaly in terms that schools like those mentioned should be styled Provisional, while others far smaller—*e.g.* Postman's Ridge, with an average daily attendance of only 13·7—should rank among State schools.

Following on the inspection made during the year under review, it was found necessary in the case of 7 State and 6 Provisional schools to draw the teacher's attention by special memo. to certain serious defects in proficiency or discipline; but in the remaining schools, amounting to 86 per cent. of the whole, the work done and general management ranged from fairly satisfactory to highly creditable; and with the energy, industry, and ability of the teachers of this district, as a body, I have every reason to be satisfied. Even in those schools where incapacity on the part of the teacher was more or less evident, it rarely seemed that there had been any lack of willing effort.

I note with pleasure that 4 Provisional school teachers of the district succeeded in passing the examination for Class III. in December last. It is not satisfactory, however, to find so many assistant teachers in State schools seemingly contented with having attained Class III. rank, and making no attempt to rise further.

their teacher that it was their turn for the lesson that evening. However, judging by the helpless and mechanical way many pupil-teachers handled their test lesson, even when ample time was allowed for preparation, or the lesson had been one recently given in the ordinary school course, it is essentially necessary, in my opinion, that those head teachers who are busily employed at class teaching during the day should adopt some plan or other to assist and improve their pupil-teachers in teaching and class management, which are the most important of their duties. Out of 27 State schools in this district, where young teachers are employed, criticism lessons are regularly given in 10 only, and are given occasionally in 4 others.

The position of Provisional school teacher has been eagerly sought for in this district during the past year, no less than 19 candidates, 5 males and 14 females, having presented themselves to me for the usual examination in the more useful branches of instruction. I believe that the majority of these have received appointments. One or two others were also appointed on the strength of their Sydney junior or Sydney senior pass. The position has apparently its attractions, notwithstanding the frequent complaints of low salary, isolation, &c.

For the quarter preceding inspection, the enrolment in State schools was 6,425, and 3,631 pupils, or 56·5 per cent of the enrolment, attended four-fifths of their time. In Provisional schools, 1,613 pupils were enrolled, and 750, or 46·5 per cent. of the enrolment, were regular in their attendance. The number of totally neglected children, judging by head-teachers' returns, is very small, being only 118 for the whole district. The returns given by the country teachers may be considered approximately correct. Barolin, near Bundaberg, returned 14, which is 6 more than the total given by the 5 State schools in Bundaberg; and Torbanlea, near Maryborough, returned 18, which is greater by 2 than the total given by the 8 Maryborough State schools. The parents in Barolin and Torbanlea are not more careless regarding the education of their children than are the parents elsewhere; nor are the head-teachers there less zealous or anxious than other teachers. The fact is that the teachers in Maryborough and Bundaberg have no means of ascertaining the number of neglected children, and they simply return the very few that they are acquainted with. Many boys may be noticed in both towns idling aimlessly about, who should be at school, and who will continue to so idle about until the compulsory clauses of the Education Act are enforced. The quality of the attendance was 70 per cent., or over, in the following schools:—Maryborough West, 84·3; Aldershot, 81·3; Maryborough Central (boys), 78·4; Tinana, 71·2; and Mount Perry, 70.

Of 7,910 pupils enrolled at inspection, 792, or 10 per cent., were in the sixth and fifth classes; 2,622, or 33·1 per cent., were in the fourth and third classes; and 4,496, or 56·8 per cent., were in the second and first classes. The percentage in the fifth and sixth classes is slightly higher, and that in the second and first classes is slightly lower than for schools generally in the previous year. One-third of the Provisional school teachers in this district were last year struggling with six or seven drafts. Four or five drafts can scarcely be avoided, but no school with one teacher should have more. Schedule VI. was never intended for this class of schools, except as explanatory in some directions of Schedule V. It is only suitable for those schools where there are sufficient teachers for minute classification. Even sixth and seventh class schools have little need for more than one draft in the second and higher classes, except in arithmetic. In the fourth class, for example, there is no need for one draft to be learning the geography of Asia, and another that of America; nor of one learning the accidence of the pronoun, and another that of the adjective; nor of two drafts reading from different parts of the reading book. If 2 or 3 teachers can be afforded for the fourth class, then by all means let there be two or three drafts in it; but if one teacher only can be afforded, then there should be only one draft. To have more is a great waste of teaching power, and a great waste of time. Head-teachers of small schools should study the best interests of their school as a whole, and not that of individual drafts, or pupils, and they can best do this by keeping down the number of drafts as low as possible.

PUNCTUALITY was reported as excellent in 32 schools; very good in 12; good in 16; very fair in 4; fair in 8; and moderate and below in 10.

DISCIPLINE was satisfactory, or very satisfactory, in all but one or two schools. In Provisional schools it was chiefly of a mild type, but was generally effective. Class changes and marchings were mostly creditable, and where accompanied by singing were as near perfection as possible. The schoolrooms and grounds were, with scarcely an exception, in a clean and orderly condition; and few teachers needed their attention drawn to disorderly tables, presses, or lavatories.

The number of pupils reported to have left school between inspections was 2,533, and 3,153 were admitted or re-admitted. The gain in numbers was therefore about 620. During the same period 12,362 promotions were made, of which 3,218 were from class to class, and the rest from one draft to another of the same class. Considering the bad weather at the beginning of the year, and more than the average amount of sickness through the year (in this district measles and scarletina), the number of promotions made was creditable. It gives on the average about 1·5 promotions per child per year. General progress was reported as very good in 40 schools; good in 30; and as very fair in most of the remainder. It was unsatisfactory in few.

Of the 7,910 pupils enrolled at inspection, 6,241, or 78·9 per cent., were examined, which is about 7 per cent. above the normal average attendance. Children in country places, wanted at home perhaps for the day, soon learn that the inspector is about, and get permission to attend the examination. This accounts for the slightly higher numbers present at inspection than ordinarily; and, as many of them are unavoidably late, it also accounts for the fact that the number of late pupils at inspection is higher than usual.

The average percentage of all results reached 70·6 in State schools and 63·1 in Provisional schools. The following schools reached 75 per cent. or over:—Maryborough Albert, 78; Mount Perry, 77·8; Tinana, 77·6; Brookleigh, 77·6; Calliope, 76·4; Bundaberg North, 76·3; Childers, 75·3; Howard, 75·2; Isis South, 75·2; Maryborough Central (infants), 75; and Mungore Creek, 75. Ten State schools and six Provisional schools reached 70 per cent. in all classes, a highly creditable result. They were Bundaberg North, Childers, Howard, Kolan South, Maryborough Albert, Maryborough Central (infants), Mount Perry, Tiaro, Tinana, and Urangan State schools; and Biggenden, Dalysford, Isis South, Mungore Creek, Brookleigh, and Kalbar Provisional. Exceptionally high class marks were also obtained in several schools.

Reading is, on the whole, satisfactory, but *recitation* is not so good, being often monotonous and expressionless. Schedule VI. states that *suitable* pieces of poetry are required in the first class. The majority of Provisional school teachers, to save the trouble of searching for these, teach such nonsense as "Fox, fox, fox, go into the box," and others equally unsuitable. *Writing* is generally good, but in the same school different styles are noticed. This arises from children going about from school to school. One school patronises "Vere Foster"; another, "Jackson"; a third, "Marcus Ward," &c. The results, therefore, are of a varied character. In some large schools it is not uncommon to find the several teachers in the infant's department setting copies on the blackboard, each different from the rest, and all at variance with the copybooks used in the second and higher classes. *Arithmetic* is well advanced in the three lowest classes, but falls away after the fourth class is reached. *Mental arithmetic* is more or less a failure in the higher classes, chiefly because of the mechanical way in which it is handled. *Euclid* and *Algebra* were introduced after most of the State schools in this district had been inspected. As other State schools were inspected shortly after their introduction, and as no second inspections took place, there were few opportunities of observing how these subjects were progressing. In the few schools inspected near the end of the year, it was found that a good beginning had been made. *Object Lessons* continue to be the worst taught and the most neglected subject in the Provisional schools. The causes of failure are:—Bad selection, no objects, positive dislike, little knowledge of the subject, and less preparation. One animal, wild or tame, the former generally, or one object, generally an unfamiliar one to the pupils, as a rule occupies a month, and still the results are very poor. The desired ends are lost sight of or are not known, and it may be well to

REPORT OF MR. DISTRICT INSPECTOR HARRAP.

Maryborough, February, 1899.

SIR,—I have the honour to submit to you my General Report for the year 1898.

The Wide Bay and Burnett district was allotted to me last year. The schools in operation in it at the beginning of the year were 38 State schools, 52 Provisional schools, and 3 Roman Catholic schools. The Provisional school at Isis North was superseded by a State school during the year, and 9 new Provisional schools came into operation. At the end of the year, therefore, there were 39 State schools, 60 Provisional schools, and three Roman Catholic schools in this district. The new Provisional schools are—Aramara and Thinoomba, on the Gayndah railway; Brooyar and Mount View, near Kilkivan; Gundiah, on the Gympie railway; Mingo Crossing, near Mount Perry; Red Bank Gully, near Gin Gin; Dunmora Central, near Maryborough; and the Isis Central Mill. Of these, Gundiah and Mingo Crossing only were inspected; the others came into operation during the latter part of the year. The inspection of the Bundaberg Roman Catholic school was pushed into the last school week, when sickness prevented me from undertaking it. One State school (Calliope) and two Provisional schools (Raglan and Mount Larcombe) in the Central district were inspected by me. The total number of schools inspected once was therefore 97. There was no time for second inspections. In addition to the time taken up in drafting examination papers for, and valuing the written work of pupil teachers and others, about six weeks were occupied as follows:—Inquiries into charges against teachers; inquiries regarding applications for new Provisional schools; inspecting proposed school sites; inspecting new Provisional school buildings on completion; preparing papers for, and examining the written work of 19 applicants for employment as Provisional school teachers; examining schools outside my district; and reporting on these matters.

The number of small schools is increasing pretty rapidly in this district, which is a sure sign of progress. Several Provisional schools had at inspection an average attendance of over 30 pupils. These were—Cordalba, 88; Watawa, 66; Horton, 47; Biggenden, 44; Paradise, 41; Cumonju, 35; Bucca Crossing, 33; Isis South, 33; Sandhills, 32; Gundiah, 32; Curra, 30·4; and Mungore Creek, 30·4. Steps have been taken for providing State schools at Cordalba and Horton, where they are badly wanted. The attendance at Watawa is uncertain, but it will probably fall. It has been falling away at Biggenden and at Paradise during the past few years, and it is only a question of time when it will have fallen within Provisional school limits at both places. Regarding the other schools mentioned I do not anticipate much change either way.

On the whole there is sufficient accommodation for the pupils attending the schools in this district. It has been improved at Kolan South, Torbanlea, and Watawa. It was insufficient at the Albert School, Maryborough, Maryborough West, Cordalba, Horton, and Kilkivan. The school buildings are with few exceptions in very good condition. General improvements have taken place at two or three schools, and several buildings have been painted. The buildings at Eidsvold, Howard, Kalkie, and Kilkivan need painting. The water supply was limited at Kalkie and Maryborough East, and several Provisional schools have also a limited supply or none. The Provisional schoolrooms in this district are mostly of a suitable kind and size. The worst is at Byrnestown, but this will probably be remedied during the year; and the best is at Degilbo, where a generous committee look well after the comfort of their children and teacher. A residence is provided for all the male head teachers of State schools in this district, and generally a small cottage is provided for the few married Provisional school teachers. The former are in most cases enclosed, and here and there a nice garden was noticed. Most State schools are provided with a shelter shed, but this is left spoutless sometimes, and water channels are formed. The shed is a very convenient place for a tank, and the cost would not be greater in the end than the continual cost of filling up the channels; much trouble, some annoyance, and here and there a nuisance, would be avoided. The school grounds are generally carefully looked after, and at the Maryborough schools are in fine condition. At Bundaberg, on the other hand, Arbor Day proceedings have been more or less a failure. Some of the country State schools and a few Provisional schools possess trees which will be useful in time. For interesting and useful collections of objects, attractive pictures, useful illustrations, and neat appearance generally, the Maryborough Albert School excels all others in this district. By observation alone, the pupils attending this school can pick up much useful information. Several other schools have pictures and illustrations, and a few have a small case of minerals, but the practice is not general. The eye is a more useful gateway to knowledge than the ear; what passes through the former is mostly remembered, and what passes through the latter is often forgotten, yet many teachers depend almost entirely on the ears of their pupils even when giving lessons, object lessons particularly, where objects or illustrations, or both, are of the utmost importance.

The number of teachers employed in the State schools inspected was 145, and in the Provisional schools, 55. They were classified as follows:—

—	Males.		Females.		Total.
	Head Teachers.	Assistants.	Head Teachers.	Assistants.	
Teachers, First Class	0	0	0	0	0
,, Second Class	25	1	3	0	29
,, Third Class	11	15	0	48	74
Pupil-teachers, Fourth Class	0	1	0	3	4
,, Third Class	0	1	0	6	7
,, Second Class	0	4	0	11	15
,, First Class	0	0	0	10	10
,, On Probation	0	7	0	3	10
Unclassified Teachers	17	1	30	3	51
Totals	53	30	33	84	200

The average attendance for the month preceding inspection was 4,550 in State schools, and 1,187·7 in Provisional schools. Each of the 145 State school teachers therefore was in charge of an average attendance of 31·3 pupils, and each of the 55 Provisional school teachers of 21·5 pupils.

The chief drawback to the reduced school staff, compared with what it was a few years ago, is that head teachers now find it necessary to have at least one class under their direct charge, and cannot find time to properly train their pupil-teachers in teaching and class management as formerly. I pointed out in my last Report how the evil may be lessened to some extent, and it may be well to repeat what I then stated:—"Where head teachers are engaged in class teaching most of the day, and have little spare time to devote to supervision, criticism lessons after school hours are a necessity. There need be no hardship inflicted. The pupils willingly stay a few minutes, and consider that they have the best of the bargain when freed from home tasks that evening." This was a plan that I myself followed, and I do not remember that mistakes were ever made regarding the sequence of the classes detained for the lesson. The pupils were ever ready to remind me or

REPORT OF MR DISTRICT INSPECTOR CANNY.

Rockhampton, February, 1899.

Sir,—I beg to submit my Report of the schools in the Central District for 1898.

At the beginning of the year I was allotted the Central district, extending from Rockhampton westward to Arrilalah, and from St. Lawrence southward to Avondale, within a few miles of Bundaberg. There were 90 schools in operation, of which 75 were inspected by me, 3 by Mr. Harrop, and 3 by Mr. Gripp. An attack of illness extending over eight weeks prevented me from overtaking the whole of the work, so that 12 schools were not visited. The total number of pupils examined, including those in Roman Catholic schools, was 6,154.

MATERIAL CONDITIONS.

The chief matter for consideration under the heading is the crying necessity for a new building for the Girls' Central School at Rockhampton. Here the buildings are not only old, dilapidated, and inconvenient, but for other reasons they are positively unfit for school use. In my Annual Report for 1892 I called attention to the unsatisfactory state of these buildings, and the necessity for a new school. That no action of any tangible character has since been taken shows criminal apathy on the part of the parents and shameful neglect on the part of the committee. A few months ago the late committee were spurred to a temporary fit of activity, which died out after a short effort. Before that time the exertions of the committee were devoted to personal interviews with Ministers with the futile object of asking that Government should build the school without local contributions. The committee were at length made to feel that the law had to be adhered to, and that their request could not be granted. A new committee has recently been appointed, and it is hoped that the members will realise the necessity for urgent and resolute action towards raising the required funds. The present condition of the buildings involves a cruel injustice to the teachers and pupils of the Rockhampton Central Girls' School. During the year substantial additions were made to the schools at Emerald, Longreach, and Allenstown. At Mount Morgan a new girls' and infants' school has been erected—a splendid structure—affording accommodation for over 600 pupils. Some necessary repairs to the Mount Morgan Boys' School and residence are under consideration. The school at Clermont is greatly overcrowded. Here the committee are taking some steps towards the erection of a boys' school. I honestly confess that I see no necessity for a separate school in Clermont, and that all requirements could be met by suitable additions to the present building. The attendance is as yet not too large for a mixed school. There is money enough on hand for extensions and improvements to the present building, and the question arises whether in the meantime it is right to hamper teachers and to injure children's health for the doubtful prospect of raising sufficient funds for a new boys' school. The teacher's residence at Clermont is quite inadequate for the wants of his family. I think that the committee's attention should be immediately directed to this matter. New Provisional schools were opened at Tryphinia, Wallaroo, Marblestone, and Parson's Point. The finest Arbor Day results were found at Barcaldine and North Rockhampton boys' schools. The teacher at North Rockhampton is deserving of high praise for his care of the grounds and his taste in the matter of gardening.

INTERNAL ORGANIZATION.

Attendance.—The total number enrolled in the schools examined during the year was 8,523, while the attendance for the month preceding inspection was 6,289, giving an average in the quantity of the attendance of 73·6 per cent. But regarding the more important item of the *quality* of the attendance, that is of those pupils who attend four days out of five and over, the percentage falls to 45·4 per cent. I regret to have to report that in this matter of attendance the Rockhampton City schools hold an unenviable position. The quality of the attendance in the Rockhampton schools falls even below the above small average, being only 39 per cent. of the enrolment. Causes have been set down by teachers for this low state of the attendance, such as floods, influenza, &c. These, no doubt, are serious factors, yet when one is made aware that there are large numbers of children of school age playing about the streets during school hours, there is reason to fear that another cause exists—namely, that not sufficient care is taken by teachers to inquire after absentees. I take it that in the absence of any system of compulsory attendance that one of the chief duties of the teachers is to inquire strictly into cases of absenteeism. Irregularity of attendance at school is a fruitful source of crime, and I regret to think that no provision is made by the State to secure compulsory attendance, especially in the large towns. Referring again to Rockhampton, I have to report that the Crescent Lagoon school stands high amongst the schools of the district, showing the splendid average of 86·5 per cent. in the quality of the attendance. Amongst the country schools Gracemere secures 88 per cent. and Bogantungan and Jericho each 68 per cent. in quality of attendance.

Staff.—Speaking generally, I have to report that the schools in this district are fully and effectively staffed. Very many of the teachers in State schools have passed the examinations for the standard of Second Class. Yet even among these one would wish to see a larger number cultivating love of study for its own sake. In Rockhampton the Teachers' Association is helping towards this end by means of interesting papers on science and literature given by competent men. I think that the association would greatly extend its usefulness if the members would meet more frequently for the discussion of educational topics, such as those treated of in Huxley's Science and Education, Herbert Spencer's Treatise on Education, or Dr. Quick's Educational Reformers. I fear me that there is a widespread feeling in the profession that little is to be gained by the study of educational work. Some teachers even affect a contempt for such studies, but it is the contempt of ignorance. If the science of teaching be a progressive one it is surely well to read opinions on the subject from the leaders of thought in the educational world. I am convinced that the absence of such study materially accounts for the dull mechani work so often met with in schools. I know that many of our pupil-teachers suffer from narrowness of culture i their instructors. The awkward manner, the weak methods, the pointless style of questioning, the poor charact of the answering in examination papers, are as a rule indications of want of culture in those responsible for their training. When one reads in pupil-teachers' home-books such exercises as "Work through exercise—i Longmans' Arithmetic." "Analyse so many (generally too many) lines in 5th Book, page —," "Give a list of the capes of Europe," "Write an object lesson on coal," there are little grounds for believing that much care or interest is taken in the pupil-teachers' tuition. A very few selected sums from Longmans or other arithmetic wit some indirect questions on the principles involved, the analysis of one complex sentence of average length and difficulty, the syntactical connection or the etymological structure of two or three words in a sentence, an object lesson on coal, or other substance, with the chief heads set forth by the master as well as some few special points of interest marked for the student's attention would, I think, be more effective, and would be easier on the pupil-teach than the above slipshod form of questioning. I have always advised that in the home exercises of pupils pupil-teachers the questions should be set forth in full. In the way I describe this need not occupy and it would be a convenient guide to an inspector in judging of the sense and intelligence questions are set. I have again to complain of the lengthy character of the exercises give The life of the pupil-teacher during the period of training is at best an arduous one, th the labour? Teachers explain that they have to work their pupil-teachers at high the work prescribed by the Regulations. With students of average intellige no dullard should be recommended. There is reason to fear that here, to outshine one's neighbours is the moving cause. The General Inspector has in his reports often denounced this over-taxing system, which I feel certain cannot be otherwise than injurious to body and mind. The boys' school at Mount Morgan holds a foremost place for the training and instruction of pupil-teachers. This is especially seen in the work of the female pupil-teachers recently trained by the Mount Morgan master. Next in order of merit come the Rockhampton Central Boys' School, the North Rockhampton Boys' School, and the Allenstown School. Other schools fall away from these in degree from fair training to practically no training at all.

On the relations existing between the inspector and the teacher, I may be allowed to make some brief comment. At the outset I may say that in the different districts with which I have been connected I have always found the teachers as a body pleasant to deal with, fair to reason with, and sensible to appreciate the faults as well as the merits of their work. Under our Department the inspector is bound by laws equally with the teacher. Every member of the inspecting staff has been a teacher himself, and has had experience of the responsibilities and difficulties attendant on the teachers' work. In visiting schools his duty impels him to no other aim than to be fair alike to the children, to the teacher, and to the Department. That the inspectors were ever true to these aims was my own experience during the twenty years I was engaged in the work of school teaching. Enough if I say that in all cases the inspector aims at being the friend of the teacher, and he only regrets if in certain rare instances his duty forbids him to be so. I should here like to quote an account of the visit of a German inspector to a school in his district. The account is taken from Rooper's "School and Home Life," page 162, and furnishes the very ideal of the relations that should exist between teacher and inspector. Here is the inspector's account:—"He accompanied me in my walk to the next village, and on the way I asked him about the last inspection. 'This is my first inspection,' he said. 'Since I have been in the village no inspector has ever been near the place.' 'Well,' I replied, 'you do not suffer from the want of one, for you have the best of inspectors always with you—your own high sense of what is right. Love of his calling and the habit of conscientious performance of duty make a man independent of inspectors.' 'True,' returned he, 'but yet it is no bad thing to work under the eye of some external authority, to feel that someone sympathises with us in our labours, to hear a word of recognition of our pains, and to give hints for future progress. Your visit to-day has been a help to me in my labours, and has cheered me forward in my thankless task. It is as if I had opened a new section of my life's profession and calling.' Much moved, I said that when teachers are devoted to their work I don't come as a judge, but as a sharer in their labour and happiness. Nothing depresses the spirit so low as depreciation." The conversation is continued at greater length in the book I have named, but I have quoted sufficient for my purpose. To some it may appear that there is an undue share of sentiment in the extract. But, on the other hand, it will be a sad day for the service if sentiment be rated entirely at a discount. I am optimistic enough to think that all over this colony the relations between inspectors and teachers in many instances approach nearly to the above ideal.

INSTRUCTION.—In most of the schools visited along the Central Railway and its vicinity there was noticed an absence of life and spirit in the answering. I think the fault arises from the fact that there had been too little oral teaching and too much of what is called slate practice, which often degenerates into mere listlessness. I would here impress upon teachers the necessity for much vivid oral teaching. Owing to the want of such teaching in some schools it was extremely difficult to find out that the pupils were not totally ignorant of the lessons taught. True, there are many fine text-books by means of which children may acquire knowledge, but it is certain that no text-book can supply the living force embodied in the teacher. It is sad to think in the case of some teachers this force has died out if it ever existed. Of the subject of reading I have written so often and so fully that further remarks might be regarded as mere surplusage. In most of the schools visited the reading was fairly correct and fluent, but in points of expression and feeling the results are still mostly at low-water mark. The best results in reading in the upper classes were found at Rockhampton Central (boys), Mount Morgan (boys), Rockhampton Central (girls), Port Curtis road, Mount Morgan Central (girls and infants), Jericho, Yeppoon, and the Provisional schools at Gindie, Cania, Duaringa, and Calliope River. It is but fair to point out that the quality of the reading in these four Provisional schools was equal to anything I had hitherto heard even in some of the best State schools. Slate arithmetic gave generally unsatisfactory results, the marks in the higher work seldom reaching above 40 per cent. The pupils had been trained to work too much in one groove. The Regulations say that the work for the upper classes is covered by Longmans' arithmetic. But this does not mean that only the examples in Longmans will suffice. Certainly the rules have to be adhered to, but it should not be understood that the teacher is to confine himself wholly to the few sums in Longmans. If so, the subject of arithmetic would lose half its aims as an educative agent. The best all round work in arithmetic was found in the schools at Stanwell, Emu Park, Mount Morgan (boys), Rockhampton Central (boys), Crescent Lagoon, Clermont, Barcaldine, and in the Provisional schools at Capella, Duaringa, Bondoola, and Upper Ulam.

There are one or two of the less important subjects calling for remark, and amongst those is history. There is room for improvement in the teaching of history in most schools. I cannot say that taught as it is in some schools the subject fulfils its aim either in point of interest or instruction. Nor is this strange when one reads through the teachers' papers in history which may be taken as a fair barometer of the presence or absence of culture in those who have to teach the history classes. Taking the aspirants for the standard of the second class only four out of twenty-five examinees showed that in connection with Question 2 they had ever read Macaulay's Essay on Warren Hastings, while regarding the origin of the British Cabinet not one correct answer was given. On this point I would advise the examinees of last year to consult Macaulay's History, Vol. II., pp. 451-464, where will be found not only a full account of the formation of the first Ministry, but also interesting character sketches of Lord Keeper Somers, of Montague, and of Wharton, the leaders of the famous Junto. This hint is also intended as a guide to future students who may be disposed to adhere too closely to the pages of Ross, and thus, while obtaining a pass, so narrow their views of the subject of history as to render them incapable of giving a lesson with that depth and fulness of knowledge which renders the history lessons so attractive in some few of our best schools. I regret to have to report that the history papers for second class were the worst I had hitherto examined, and were relatively much inferior to the work shown in the lower grades. The history lesson to be of advantage to the pupil must be given by one who takes an interest in the subject, by one who has some acquaintance with our standard authors rather than by one who is simply a mere task-hearer. As Gardner's History is now the text-book for the sixth class, I would suggest the desirableness of using the book in all classes where English history has to be taught. The style is simple, and the matter fairly interesting and well arranged. A few of the pupil-teacher candidates for fourth year showed their wisdom in studying Gardner's fine article on the Renaissance, and hence made their answers to Question 3 almost perfect. The best answering of the pupils in history was found at Allenstown, Rockhampton Central (boys), Emu Park, Barcaldine, Mount Morgan (boys), North Rockhampton (boys), and Rockhampton Central (girls).

Considering the limited amount of work prescribed in grammar, one has a right to expect better work than is usually found in schools. Teachers are apt to take too low a view of the requirements. The simple tests for parsing and analysis seen in the home exercises demand little or no mental effort from the pupils, and are, therefore, valueless from an educative point of view. In the matter of Analysis I would recommend teachers to keep to the two logical divisions of a sentence—subject and predicate. The sub-divisions of the predicate into object and adverbial extension can be taught in due course if, indeed, it be necessary to teach them at all. The best work in parsing was found in the Provisional school at Capella. The other schools showing good work in this subject were—Springsure, Allenstown, Rockhampton Central (girls), North Rockhampton (boys), North Rockhampton (girls), and Mount Morgan (boys).

Concerning the new subjects introduced to the higher classes in the course of the year, only a few of the schools had made more than a beginning at the time of my visit, Yet even in such beginnings there was apparent the difference between the mechanical and the intellectural teacher. In Geometry some teachers were running ahead of the requirements forgetful that of all subjects Geometry requires that the foundations shall be well and truly laid. The subject of Algebra gave better results in the schools tested. My questions in Algebra, during the half-year, were mostly confined to the use of signs, and in this work a good number of schools obtained over 60 per cent. of marks, while a few reached 80 per cent. The teaching of literature was less satisfactory. Many teachers complained that the text-books had not been supplied. It should not be difficult to procure a copy of Shakespeare, from which a teacher could give very suitable preparatory instruction on the play prescribed, without waiting for text-books. Some few teachers did this with very satisfactory results. There be teachers who "can gather honey from a weed," while other see difficulty in finding it in the full comb. The *Merchant of Venice* affords a splendid field for intelligent treatment, and it is hoped that during the next year effort will be put forth to render clear to the minds of pupils the many beautiful ideas and good moral principles involved in the drama. Teachers complain with some show of reason that the schedule of attainments for sixth class is now much overweighted. It may therefore be worth while to consider whether it would not be wise to eliminate some of the less important subjects from the sixth class programme so that due attention may be given to the subjects of mathematics, science, history. and literature. With such concession many teachers in this district will be able to train pupils for a good pass in the Sydney Junior University examinations. This would be an improvement on the present scholarship system, which, under the growth of unhealthy rivalry, is becoming a positive evil in our schools. One is sometimes shocked to know that children are kept at work over ten hours a day as a result of the grammar-school scholarships competition. Now, what is the result? The finely-strung intelligent lad, for whom the scholarship is intended, may break down under the strain, while the phlegmatic boy of much meaner capacity will succeed. True educational development is entirely apart from such a system of "cram." And how about the teacher? Is it reasonable to suppose that he does not weaken his energies for legitimate work if he has to devote some two hours extra per day to the teaching of a few special pupils? Through the unwisdom of teachers, and the vanity of parents, the scholarship system is becoming from year to year a serious injury to the work of our larger State schools. I see no remedy except in its abolition. To me it seems very probable that under the altered conditions the scholarship system will have to give way, and as a means to that end I regard with much satisfaction the introduction into our code of the secondary subjects named above. There is now reason to hope that ere long we shall see, under State control, the primary school, the high school, and the university—"a consummation devoutly to be wished." Before concluding this paper it may be well to inform you that the female teachers of Rockhampton are receiving instruction in algebra and geometry at the local Technical College. I would like to see similar classes established at Mount Morgan and in the chief Western centres.

J. A. CANNY,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR GRIPP.

Brisbane, February, 1899.

Sir,—I have the honour to submit to you my General Report for the year 1898.

DISTRICT.

The district assigned to me for the year 1898 is termed the Kennedy District. It is bounded on the north by the Northern Railway from Townsville to Charters Towers, and extends south as far as the latitude of Cape Palmerston.

Schools in Operation and School Changes.—The total number of schools in operation during any part of the year was 73, of which 29 were State, 33 Provisional, 9 Roman Catholic, and 2 private schools. Three new State schools were opened, in each case superseding a Provisional school, one at Sellheim, another at Brandon, and the third at Ravenswood Junction. At Marian another State school to supersede a Provisional school was ready for opening after the Christmas holidays. Some steps have also been taken with the view of converting the Provisional school on the Lower Proserpine River into a State school. New Provisional schools were opened at the Pumping Station, Charters Towers; at Merinda (Bowen meat works); and another at Nindaroo, near Mackay, was almost completed when I saw it near the end of the year. Inquiries were made at Preston and Mount Marlow, both in the vicinity of the Lower Proserpine Sugar Mill, in reference to the establishment of Provisional schools there. At Reid River the building is old, and money has already been collected to erect another on a school reserve, the present site being private property. Owing to the death of the teacher, the Mackay Boys' High school (private) was closed early in the year.

Apportionment of Time.—Of the 274 official working days 152 were spent in inspecting and in holding inquiries, 41 in reporting, 31 in travelling, 29½ in the examination of teachers, 16½ in absence on leave, 3½ at work in the Education Office, and half a day was lost through illness.

Inspections.—With the exception of the Provisional school at Eungella, the Roman Catholic school at Bowen, and the Charters Towers Collegiate school (private), all the schools in my district were inspected in detail, and one Provisional school, where the results of the inspection early in the year were very unsatisfactory, was inspected in detail a second time. The Eungella school I omitted in compliance with instructions; the Bowen Roman Catholic School was omitted at the request of the head teacher, a severe epidemic having greatly affected the attendance of the pupils; and the Charters Towers Collegiate school had already "broken up" for the Christmas vacation when I visited it during the last school week of the year. In addition to the above inspections I also examined, by direction, the State schools at Muttaburra, Aramac, and Blackall, in the Central district. During the 3½ days already referred to as spent in the office, I was occupied as a member of a special commission to deal with the allowance made to teachers for increased cost of living in the more remote parts of the colony.

The number of children present during inspection was—in State schools, 7,543; in Provisional schools, 743; and in Roman Catholic schools, 1,276; or a total of 9,562.

The total time occupied in inspecting and reporting the 8 Roman Catholic schools visited was 24½ days. No further reference will be made to these schools in this report. The statistics hereinafter given are exclusive also of the schools at Muttaburra, Aramac, and Blackall, which are not properly in my district.

Inquiries.—The number of inquiries held during the year was 7. Of these three related to the applications for the establishment of Provisional schools, one was in connection with the change of site of an existing Provisional school and the erection of a new building, two dealt with complaints against teachers, and one was for the purpose of ascertaining what accommodation for married teachers existed at Provisional schools.

MATERIAL ORGANIZATION.

On the whole, the material condition of the schools in the Kennedy district is good. The greatest defect, and a most serious one it is, is the want of sufficient room in the principal schools of Charters Towers, and in those at Sellheim and at Eton. Thus the number of square feet of inside floor space per child, based on the average attendance during the month preceding inspection, was at Richmond Hill 4, Queenton 5·1, Charters Towers (girls) 5·8, Sellheim 6·4, Eton 6·7, Charters Towers (infants) 7·3, and Charters Towers (boys) 7·6. Such overcrowding should be remedied as soon as possible, for it not only interferes very materially with the comfortable and effective working of the schools, but may even affect the health of the children and teachers. At Richmond Hill steps were being taken towards the end of the year to have another wing added to the building, but so far as I am aware nothing has been done in reference to the other schools just mentioned.

The school grounds at Mackay North and Townsville North are overrun with weeds, which should be cleared off. Other improvements to grounds are needed at the Central schools in Charters Towers and Townsville, and at the Ross Island school. The grounds at Mundingburra are very small, and no efforts should be spared to secure an additional piece of land.

Though a daily bath is essential to health and comfort in the North, many teachers' residences are not provided with a bathroom. This defect ought to be remedied in all cases. Another, and not very expensive, aid to the comfort of teachers and pupils is to place shades over all windows exposed to the sun, more especially on the western side of buildings.

The total amount authorised by me to be expended on minor repairs and improvements during the year was £17.

Most of the Provisional schools are in fair order. The erection of a new building at Reid River, already referred to, is very desirable, and at Macrossan Bridge and Rochford new buildings will soon be required. The school at The Leap had been substantially fenced in and painted since the previous inspection.

In the Provisional schools at Habana, Merinda, Rochford, Proserpine Lower, and North Eton the attendance has exceeded the ordinary Provisional school maximum, and from the conditions of settlement in the places mentioned I think that those localities—Rochford, perhaps, excepted—could be depended on to maintain an attendance sufficient to warrant the establishment of State schools.

INTERNAL ORGANIZATION.

The number of teachers employed in the 29 State schools in my district was 165, classified as follows:—

Sex.	Class II.	Class III.	Pupil Teachers.					Total.
			Class IV.	Class III.	Class II.	Class I.	Class 0.	
Males	14	42	1	1	5	4	3	70
Females	5	46	3	8	7	14	12	95
Total	19	88	4	9	12	18	15	165

In the 32 Provisional schools inspected 11 males and 22 females were employed, none of whom are classified teachers, though some had passed examinations which would have entitled them to classification had they been employed in State schools, while others had passed the easier examination now prescribed for Provisional school teachers. There still, however, remain several who have not given any written proof of their scholastic attainments. The qualifications of Provisional school teachers as a whole are steadily rising, and further improvement may be looked for as the result of the new regulation, which requires the attendance of all candidates for the position at a State school for a short period in order that they may learn something of school methods, and how to keep the records.

The average number of pupils per teacher, based on the daily attendance during the month preceding inspection, was:—In State schools 37·2, in Provisional schools 21, and in all schools 34·5; the corresponding numbers for 1897 being respectively 37·4, 22·7, and 31·4. Beyond the appointment of new head teachers at Brandon, Ravenswood Junction, and Sellheim when the Provisional schools at these places were superseded by State schools, no change of head teacher was made in any State school in the district during the year. Including the appointment of teachers at the beginning of the year, there were changes of teachers in the following Provisional schools:—Chelona, Dow's Creek, Evlinton (two), Habana, Kelsey Creek, Kirk River, Macrossan Bridge, Merinda, Nebo, Normanby Gold Field, North Eton, Pleystowe, Pumping Station, and Woodstock.

GOVERNMENT.—In most schools the government is commendable—gentle but firm, and effective in securing good work. In not a few the manners of the children are all that could reasonably be expected, not only in school, but also in the school grounds and in the streets, but in some, I am sorry to say, this pleasing and important characteristic of good discipline is not nearly as apparent as it should be. In this connection the "Good Manners" chart with which schools have recently been furnished, if properly used, should prove of considerable assistance.

CLASSIFICATION.—As a rule little fault can be found with the classification of the pupils, though perfection in this respect can never be attained so long as children differ in ability, the regularity with which they attend, and the zeal with which they apply themselves to their work. Promotions are generally made at the ordinary half-yearly periods contemplated by the schedules. Except in the first class, it is rarely found that children are kept too long in any one class; indeed, it is much more common to find children promoted before they are really fit, rather than unduly detained. The evil of having two many drafts in a school has not entirely disappeared, but it is rarer than it was some years ago.

The following table shows the number and percentage enrolled in each class at the time of inspection:—

Schools.	CLASS VI.		CLASS V.		CLASS IV.		CLASS III.		CLASS II.		CLASS I.		TOTAL.	
	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.
State	138	1·7	680	8·5	1,209	15·1	1,367	17·1	1,645	20·6	2,960	37·0	7,999	100
Provisional	0	0	42	4·5	105	11·1	203	21·6	187	19·9	404	42·9	941	100
Total ...	138	1·5	722	8·2	1,314	14·7	1,570	17·5	1,832	20·5	3,364	37·6	8,940	100

PROFICIENCY.—The average proficiency as shown by the results obtained at inspection was:—For all schools, 57·1 per cent.; for State schools alone 57·9 per cent.; and for Provisional schools alone, 56·3 per cent. It will thus be seen that in this respect the Provisional schools are not much behind the State schools, and that for the district, as a whole, the general proficiency approaches fair.

The six State schools which obtained the highest average of marks were:—Townsville Central (girls and infants), 68·3; Eton, 64·6; Bowen (girls and infants), 64·2; Ayr, 63·5; Townsville Central (boys), 63·2; and Townsville West, 63·2. The five highest Provisional schools were:—Proserpine Lower, 66·4; Habana, 66·3; Warden Bend, 65·4; Merinda, 63·6; and Toonpan, 63·5.

INSTRUCTION.—On 1st July, Euclid, algebra, science, and higher literature were added to the schedule requirements of Classes V and VI. Considerable difficulty and consequent delay were experienced in procuring the necessary text-books. On the whole I found that teachers welcomed these new subjects, and began teaching them with good spirit. A little difficulty must inevitably ensue in teaching mathematics in girls' schools, as female teachers have hitherto not been required to study this subject. My experience during the last half-year, however, shows that in all such cases the teachers display perfect willingness to devote the necessary time and labour to the acquirement of sufficient knowledge to enable them to impart efficient instruction in these subjects.

ATTENDANCE.—In State schools the enrolment at the end of the month preceding inspection was 8,279, and the average daily attendence for the month 6,139·1, equal to 74·2 per cent., which is 9·6 per cent. lower than it was in the State schools inspected by me during the preceding year. In Provisional schools the enrolment was 938, and the average attendance 694·3, equal to 74 per cent., which is 3·8 per cent. lower than in the preceding year. In all schools the aggregate enrolment was 9,217, and the average attendance 6,833·4, equal to 74·1 per cent., or 7·9 per cent lower than in 1897.

The number of children who attended at least four days out of five during the quarter preceding inspection was—In State schools, 4,169 out of 8,447 enrolled, equal to 49·4 per cent., being 14·6 per cent. lower than in the preceding year; in Provisional schools, 397 out of 1,009 enrolled, equal to 39·3 per cent., or 26·6 per cent. lower; in all schools, 4,566 out 9,456 enrolled, equal to 48·3 per cent., or 16·3 per cent. lower.

It will thus be seen that there was a serious falling off in the regularity with which children attended school during 1898 as compared with 1897. This is mainly attributable to the prevalence of epidemics, such as measles, influenza, scarlet fever, and whooping cough amongst the children. Indeed, throughout the year one or more of these raged in some part of my district.

NEGLECTED CHILDREN.—The number of children of school age reported as not attending any school, though living within reach of one, was 92. This number does not include the neglected children of the larger towns, as the teachers there are unable to furnish reliable reports on this point.

SCHOLARSHIPS.—A Grammar School scholarship was won by a pupil of the Townsville Central Boys' School and a bursary by a pupil of the Walkerston State School, at the examination held in December.

I have, &c.,

W. GRIPP,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR RADCLIFFE.

Graceville, February, 1899.

SIR,—I have the honour to submit my Annual Report on the schools of the Northern District for the year 1898.

DISTRICT.

The district includes that portion of the colony to the north of an irregular line drawn from Lucinda Point to the South Australian border, by way of Southern Cross, Hughenden, Winton, and Boulia.

The size of the division entails a very large amount of travelling, some of the schools in the far north and north-west being from 200 to 250 miles apart. The total distance travelled was 6,625 miles, of which 2,386 were by steamer, 2,528 by coach, 1,155 by train, and 556 on horseback.

The number of schools in operation during any part of the year was 79, and they may be classed as follows:—

State schools for boys only	1
„ „ girls and infants	1
Mixed State schools	19
Unclassified State schools	7
Provisional schools	49
Roman Catholic schools	2
Total	79

A new State school at the Mossman River was opened at the beginning of the year; and new Provisional schools were opened at Junction Creek (near Cairns), Urandangie, Girofla (on the Chillagoe Field), Rossville (near Cooktown), Yelvertoft Station (near Camooweal), and Donnybrook (on the Etheridge Gold Field).

The Provisional school at Castleton was closed in July on account of insufficient attendance, which had dwindled down to four children. Action was taken during the year to raise the Provisional schools at Mareeba, Mulgrave, Blackfellow's Creek, and Golden Gate to the rank of State schools. Generally speaking, the educational requirements of this district are well supplied, and as settlement increases, new schools are built where and when they are wanted. There are, however, a few scattered families on the long coach routes between Montalbion and Georgetown, between Burketown and Camooweal, and between Boulia and Winton, whose education is wholly or partially neglected.

All the State schools in my charge were inspected, but four Provisional schools were omitted for want of time. Incidental visits were paid to nine schools, and one school was inspected twice in detail. Three inquiries were held—two of them into complaints against teachers, and the other in connection with the establishment of a new school. In one case the complaints were found to be groundless, and in the other the teacher was dismissed.

After three weeks leave of absence the work of inspection was commenced on the 2nd of March, and with the exception of three weeks sick leave, the balance of the year was spent in inspecting, travelling, reporting, drafting a set of examination papers, presiding at the annual examination of teachers in Brisbane, and valuing papers.

MATERIAL ORGANIZATION.

The accommodation was insufficient in the State schools at Cairns, Cooktown (boys), Winton, and Irvinebank; and in the Provisional schools at Blackfellow's Creek, Mulgrave, Golden Gate, and Ripple Creek. Action was taken during the year to enlarge three of the State schools, and to convert the three first-named Provisional schools into State schools. Additions were made to the school buildings at Ingham and Freshwater, the teacher's residence at Georgetown was enlarged, a veranda was added to the school at Charleston, painting and repairs were carried out at Port Douglas, and the playground at Cloncurry was fenced in with wire netting. The fences at Cairns, Geraldton, Ingham, and Normanton were all in a more or less dilapidated condition. The ordinary paling fence is in constant need of repairs, owing to climatic conditions and to the ravages of white ants, which are much more destructive here than in the Southern part of the colony. Wire netting would, I believe, be found cheaper and more durable. The teacher's residence at Normanton was in urgent need of painting, and the playshed was partly destroyed by white ants. The Provisional school at Prairie is about the worst school building in the district. A more unsuitable site than that occupied by the Geraldton school could hardly be found anywhere. It is in that part of the town known as China Town, and is swampy, unhealthy, and low in every sense of the term.

In the numerous mining districts, and in the back blocks, most of the Provisional schools are built of iron, and few of them are either lined or ceiled, the result being that the heat in them in summer is exceedingly trying. Members of school committees when spoken to on this matter generally admitted the discomfort, and have in most cases undertaken to provide the remedy. The Provisional school at the Laura struck me as being a very suitable type of building for the North. It is built of iron, but has a double roof, the outer one of bark, with a space of about 3 feet between the two roofs. The difference in temperature between it and other schools visited at about the same time of the year was very marked. At most of the schools on the goldfields, and in the interior generally, a bough-shed supplies the place of the more pretentious playshed of the coastal districts. Architecturally, it is not a pleasing feature in the landscape, but it is much cheaper and far more comfortable to sit under than the iron-roofed structure.

INTERNAL ORGANIZATION.

STAFFS.—The number of teachers employed in State schools was 71, being in the proportion of 1 to every 35·5 pupils; and in Provisional schools 51, or 1 to every 21·4 pupils in attendance.

Of the head teachers and assistants employed in State schools, 8 are in Class II., 43 in Class III., and 4, in charge of reduced State schools, are unclassified. During the year there was a change of head teacher at 6 State and 17 Provisional schools.

An instruction was recently issued to the effect that candidates for the position of Provisional school teacher will in future be required to pass a probationary period of at least six weeks in a State school. During this time they should gain some valuable experience in the art of teaching, in the keeping of the records, and in school management generally. The time is short, but it is quite as much as most candidates can afford to spend without pay, and much can be learned by those who apply themselves diligently.

ATTENDANCE.—The number of children enrolled at the time of inspection was 4,557, and the number examined was 4,018, or 88·1 per cent. of the enrolment. Including 230 children examined in the Roman Catholic schools at Cairns and Cooktown, the total number examined was 4,248.

The average daily attendance for the month preceding inspection was 79·4 per cent. of the number enrolled; and during the quarter preceding inspection, the number of children who attended at least four-fifths of their time was 62·2 per cent. of the number enrolled.

The State schools in which the attendance was most regular were Irvinebank, with 87·8 per cent.; Watsonville, 85·7; Maytown, 79·5; Port Douglas, 75·9; Winton, 72·9; Normanton, 71·5; Cooktown (boys), 68·8; and Burketown, 68·4. Among Provisional schools, the most regular attendance was found at Mareeba Gold Field, with 97 per cent.; Laura, 93·5; Ayton, 92·8; Urandangie, 91·6; Rossville, 82·3; Lucinda Point, 80; Golden Gate, 79·8; and Pentland, 78·5. The most irregular attendance was found at Thornborough, with 36 per cent.; Kingsborough, 48·7: Montalbion, 48·7; Ingham, 48·8; Geraldton, 46·4; Craiglie, 36·8: Kuranda, 46·5; Northcote, 29·6; Martintown, 27·7; Welcome Pocket, 22·2; Mulgrave, 29; and Hughenden North, 42.

Although this district compares very favourably with other parts of the colony in the matter of regularity of attendance, there is still room for great improvement. That only about 60 per cent. of the pupils enrolled attend four days out of five means that the other 40 per cent. are not receiving the instruction and training to which they are entitled, and that they are retarding the progress of the regular attendants.

One of the most important of the duties of a school committee is to use their influence with parents to induce them to send their children regularly to school; but it is a duty which is more honoured in the breach than in the observance. I know of no case in which a school committee has taken any steps to counteract the extreme apathy shown by many parents with regard to this important matter.

The number of children of school age whose education is being neglected is reported to be 92.

In each of the following Provisional schools the average attendance was over 30:—Croydon King, Golden Gate, Laura, Mareeba, Mareeba Gold Field, Freshwater, Mulgrave, Richmond, and Pentland. Two or more teachers were employed in each of the Provisional schools at Golden Gate, Mareeba, and Pentland.

CLASSIFICATION.—The lines laid down in Schedule VI. for the classification of pupils according to their attainments are so clear and definite that errors can only arise through carelessness or inexperience. Generally speaking, the classification is judicious, but in a few Provisional schools it is too minute. The spirit which prompts teachers working single-handed to subdivide their schools into, say, 7 or 8 drafts, is entirely commendable, but the practical results are disappointing. The number of classes can be reduced or kept down to a workable quantity by combining two or more drafts for various subjects. For example, it would be much better that the fifth and sixth classes should take reading, geography, grammar, object lessons, and history together than that the teacher should attempt the impossible task of thoroughly grounding the two separately in the work set for them.

Of the children enrolled, 40 per cent. were in the first class, 22·7 per cent. in the second, 18·2 per cent. in the third, 11·6 per cent. in the fourth, 6·5 per cent. in the fifth, and ·08 per cent. in the sixth.

GOVERNMENT.—The government varies with the character, experience and skill of the teachers. In the majority of the schools it is satisfactory. Looking back over the year's work, and recalling to mind the different types of schools, it may be said of the majority of the teachers that they are earnest and zealous officers; that the children are attentive, well-behaved, cheerful, and responsive; the teaching intelligent and thoughtful; the progress sound and steady; and the general tone frank and healthy. In a few schools where a less desirable state of matters obtained, the teachers concerned were called upon to secure better discipline, to work with more energy, and generally to carry out their duties in a more satisfactory manner.

INSTRUCTION.—The average proficiency of the pupils examined over the entire range of the course of instruction was 64 per cent. in State schools, and 62·8 per cent. in Provisional schools. "*The State Education Act Amendment Act of* 1897," which came into force in July last, widens the scope of instruction by the inclusion of mathematics, science, and English literature. Most of the State schools in my district had been inspected before the new regulations came into force, but in those inspected since, it was found that a good beginning had been made in the new subjects. The study of Euclid, although it will not in many cases be carried beyond the first book, will enlarge and strengthen the reasoning powers of the pupils. I found that there was a tendency, which should be repressed, to hurry over the definitions. A very good beginning has been made in algebra, which is a popular subject with both teachers and pupils. The introduction of science subjects gives ample scope to the teachers who have made a speciality of any particular branch to impart valuable training to their pupils; and a critical study of an English classic should awaken a taste for English literature, and lead the children, in after life, to search for and appreciate its beauties. The added subjects, so far, have been taken up with enthusiasm by teachers and pupils. In order that the female teachers may undertake their share in teaching of Euclid and algebra, it will, I think, be found necessary to place the female pupil-teachers on the same footing as the males with respect to instruction and examination in these subjects. In the meantime, some of the head-teachers are instructing their female assistants in Euclid and algebra.

The most common fault in reading is the want of expression; teachers generally should give more pattern reading, and should explain and question out the subject matter more fully. Where these points are attended to, the reading is intelligent and expressive.

In recitation, too much is frequently attempted, the result being that the children are not letter perfect, as they should be. Before children are set to learn a piece of poetry from their books, the teacher should recite it verse by verse, the children imitating him, and he should continue this until they have caught the proper expression. When children learn poetry by rote from their books without any guidance, faults of expression and emphasis become so fixed that it is next to impossible to eradicate them. Writing, as a rule, gives satisfactory results, but I am still of opinion that in a subject in which uniformity is desirable, one set of copy books only should be used throughout our schools. The results in arithmetic vary greatly in different schools; on the whole they are about moderate. Far more practice is required in mental arithmetic, and the subject should be taught in the forenoon only. The uses of the tables of weights and measures should be explained.

The lessons on First Aid in Accidents, if they are to be of any use, should be learned by rote, and should as far as possible be practically illustrated. The object lessons given to the younger children should be a means of cultivating the powers of observation rather than the memory, and to this end the objects selected ought to be such as the children already know something about. Geography admits of more graphic treatment than it generally receives. Less time should be devoted to learning lists of capes, rivers, &c., and more to oral instruction with regard to climate, products, people, and industries. Derivation gives rather poor results on the whole. Too often it is a mere exercise in learning columns of roots and meanings.

RECORDS.—These are very well kept in State schools, and fairly well kept in Provisional schools. In many schools they are models of neatness and care. A few Provisional school teachers would do well to make a careful study of the General Instructions bearing on the keeping of the records.

SPECIAL OBSERVATIONS.—At the examination held in December last, one pupil in the Northern district, a girl from the Cairns State school, was successful in gaining a Grammar School scholarship. Among State schools the following deserve special mention for efficient discipline, sound progress, and satisfactory general condition:—Croydon, Cairns, Geraldton, Maytown, Hughenden, Watsonville, Cloncurry, Georgetown, Halifax, and Cooktown (girls and infants). The best conducted Provisional schools were those at Mulgrave, Pentland, Blackfellow's Creek, Ayton, Northcote, Camooweal, Carrington, Evelyn Scrub, Hughenden North, and Ripple Creek.

I have, &c.,

O. RADCLIFFE,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

APPENDIX C.

REPORTS FROM TRUSTEES OF GRAMMAR SCHOOLS.

BRISBANE GRAMMAR SCHOOL FOR BOYS.

Brisbane, 12th April, 1899.

SIR.—In compliance with Mr. Dalrymple's request, I have the honour, on behalf of the Trustees of the Brisbane Grammar School, to submit herewith a report with respect to the affairs of the school for the year ending 31st December, 1898. This being the first occasion on which such a report has been presented by the Board, I have taken leave to include therein some information with regard to the constitution and general regulations of the school.

CONSTITUTION.—The Brisbane Grammar School, incorporated under the Grammar Schools Acts, was opened on 1st February, 1869. It is, like the other schools constituted under the Acts, governed by a board of 7 trustees, of whom 4 are appointed by the Government and 3 elected by the subscribers. The trustees meet once at least every month.

The present Trustees are:—

Chairman—The Hon. Sir S. W. Griffith, G.C.M.G., M.A., Chief Justice of Queensland.
Members—L. A. Bernays, Esq., C.M.G., F.L.S. (vice-chairman),
J. L. Gibson, Esq., M.D.,
J. J. Kingsbury, Esq., M.A.,
E. M. Lilley, Esq.,
H. J. Oxley, Esq. (Treasurer),
J. L. Woolcock, Esq., B.A.

All payments on account of the school are made by cheques drawn only by order of the Board, and the accounts are audited each year both by the Auditor-General's Department and by a paid auditor employed by the Board.

CURRICULUM.—The minimum age of pupils is eleven years; and the fees for boys over twelve years of age are 4 guineas per quarter; for boys under twelve years of age 3 guineas.

There are two examinations of the whole school in each year, in June and December. Besides these examinations, the school enters nearly one-fifth of its pupils every year for the Sydney University Senior or Junior Public examinations. The work of the school comprises the English, Latin, Greek, French, and German languages; ancient and modern history; political, commercial, and physical geography; arithmetic, Euclid, algebra, trigonometry, mensuration, statics, and dynamics; chemistry, physics, physiology, geology, and mineralogy; writing, drawing, bookkeeping, and *précis*-writing. Shorthand lessons are provided for those who desire them, at a small extra charge. There is a laboratory in which practical chemistry is taught to advanced boys. There are also drill or gymnastic lessons from which no boy may absent himself without the permission of the head-master.

SCHOLARSHIPS.—Six scholarships of the annual value of the school fees, tenable for two years, and open to all boys under seventeen years of age who have been at the school not less than three years, are annually open to competition. By means of these scholarships the best of the State-school scholarship boys are enabled to continue their school career without payment of tuition fees, until they are ready to compete for a Queensland University Exhibition. Thus a complete education, without payment of fees, is open to any boy who has the ability and industry necessary to win it.

STAFF.—The staff consists of a head-master, a second master, and 7 assistant masters.

HOLIDAYS.—The whole holidays are—

(*a*) Every Saturday throughout the year.
(*b*) Foundation Day (the last day of February), Good Friday, the Queen's Birthday, the Prince of Wales' Birthday, Separation Day, and all the proclaimed public holidays.

The vacations are—

(*a*) Seven weeks at Midsummer.
(*b*) Three weeks at Midwinter.
(*c*) Easter week.

ENDOWMENT.—The statutory endowment is £1,000 per annum, but the net amount available for general purposes after deduction of interest and redemption on the Government loan hereafter referred to was, for 1898, only £303 12s. 6d. The work of the school has been much hampered by reason of the smallness of this endowment.

LAND ENDOWMENT.—Many years ago, certain land, valued at £2,000, was vested in the trustees as an endowment under the Acts. This land has been let at the best rental procurable, but the revenue derived therefrom has hitherto been insufficient to defray the annual local government rates, and the endowment is therefore at present a source of positive loss. Efforts have been made to subdivide the land with a view of granting building leases, but no suitable offers have been received. Application to the Government for permission to sell the land for the purpose of discharging or reducing the debt next mentioned has been unsuccessful.

LOAN.—In 1886 a loan of £8,000 was obtained from the Government for the erection of a school boarding-house within the grounds, a building which had long been much needed for the accommodation of boys attending the school from the country districts. The proceeds of this loan were devoted entirely to the erection of permanent buildings (including a boarding-house and school hospital).

SUSPENSION OF LOAN REDEMPTION.—The repayment of instalments of redemption money upon this loan, which was suspended from 1895 to 1898, has again been suspended for two years from June last.

ENDOWMENT PRIZES.—The school has received since its foundation the [illegible] donations for the establishment of annual prizes:—

(1.) From Sir Charles Lilley, £150, for one gold and two [illegible]
(2.) From Sir James Cockle, 100 guineas, the interest [illegible]
(3.) From Sir George Bowen, £50, the interest to [illegible]
(4.) From the Francis Memorial Committee, £50 [illegible] e, in memory of Richard Powell Francis.

The following extracts from the head-master's annual report for 1898 refer to some of the chief points of interest during the year in connection with the school life and work:—

SCHOOL PROGRESS.—"The record which it is my duty now to lay before you will, I think, show that the year has been marked by steady rather than brilliant work in our classes, and by constant activity and effort on the part of the masters in the promotion of all the many organisations which tend to create a full and stimulating school life. In any school which claims to be considered in the first rank the class-teaching must of course be made of high quality; but besides this there must be a healthy outer school life which develops the boys morally and physically in vigorous employment of leisure hours, in lessons of self-sacrifice for the general good, in generous rivalry, and keen enthusiasm. This may seem to many of you a common-place, but my excuse for stating it must be that it appears to me a truth not yet sufficiently recognised in Queensland."

In illustration of these remarks the report referred to the work done in connection with the swimming sports, the athletic sports, the Cadets, the School Magazine, and the school library, the annual school entertainment, the cricket eleven for whom the services of a professional coach had been secured, the football team, the gymnastic class work, and the foundation of the Old Boys' Association.

ATTENDANCE.—The numbers on the roll during the year 1898 were—for the first and second quarters, 225; for the third, 206; and for the fourth, 200; the average being 214, and the daily attendance was 91·3 per cent., a lower figure than usual owing to the constant succession of epidemics.

PUBLIC EXAMINATIONS.—"For the Sydney Senior University examination in December last we sent up 7 candidates, all of whom passed—none in less than nine subjects out of a possible ten—with an unusually high average of first classes. J. M. Newman won the medal for ancient history, and two out of the three Queensland university exhibitions fell to us, A. Boyd obtaining the first, and J. M. Newman the third. Five out of these 7 boys passed on to Sydney University, where they have since well maintained the credit of the school by their industry and intelligence. For the junior examination at the end of May we entered 34 candidates, of whom 25 passed in an average of 5·8 subjects out of 7, and 4 boys matriculated. We obtained no medals or prizes. The increasing difficulty of this examination is shown by the fact that the total number of candidates has shrunk from 2,132, in the year 1892, to 1,079 in the present year, although the number of schools from which candidates are drawn has been increased by the growth of superior schools in New South Wales."

LOCAL EXAMINATIONS.—"The near prospect of the foundation of a Queensland university makes me hope that the establishment of a new local examination more suited to the capacity of young boys may not be much longer postponed; for I am convinced that with young boys the high pressure necessary to reach the present standard is not unfrequently productive of weariness and despondency in some natures, rather than stimulative to the best work."

CIVIL SERVICE EXAMINATIONS.—"In the Civil Service examinations in June we entered six candidates, of whom Suthers passed at the head of the list; two others were successful, two qualified for admission to the Telegraph Department, and the remaining one obtained a certificate. This Civil Service examination is a matter of much concern to the Grammar schools. As at present constituted, it sets a premium on narrowness of education. If a candidate were allowed to take three or even four optional subjects, instead of being confined to one, to which is assigned only a petty 200 marks, then a good secondary education would be necessary to insure a candidate's success. It is surely in the interests of the colony that its public service should be filled, as far as possible, with its better educated men, and the present system does not necessarily secure this, because it does not allow an educated candidate to show one-half of his knowledge. By the system of State school scholarships now in vogue a good general education is within the reach of any boy of industry and ordinary ability, and therefore there is no need to restrict the subjects of this examination from fear of confining admission into the Public Service to all but the wealthier classes. I hope the Civil Service Board may take this view of the subject into consideration when reviewing the conditions of the entrance examination."

I have, &c.,

S. W. GRIFFITH, Chairman.

To the Secretary for Public Instruction.

BRISBANE GRAMMAR SCHOOL FOR GIRLS.

Brisbane, 12th April, 1899.

SIR,—In compliance with Mr. Dalrymple's request, I have the honour to submit herewith a report of the Trustees with respect to the affairs of the Brisbane Girls' Grammar School for the year ending 31st December, 1898.

CONSTITUTION.—The Brisbane Girls' Grammar School, incorporated under the Grammar Schools Acts, was established as a separate foundation in 1881. The Board of 7 Trustees, of whom 4 are appointed by the Government and 3 elected by the subscribers, meet once at least in every month. The present Trustees are the same as those of the Boys' Grammar School. All payments on account of the school are made by cheques drawn only by order of the Board; and the accounts are audited annually both by the Auditor-General's Department and by a paid auditor employed by the Board.

CURRICULUM.—The minimum age of pupils is eight years, and the fees for girls over twelve years of age are £4 4s. per quarter; for girls under twelve years of age, £3 3s. There are two examinations of the whole school in each year—in June and December—and something of an outside character is given to these examinations by the interchange of papers between the boys and girls' schools. Moreover, the school enters a considerable number of its pupils every year for the Sydney University Senior or Junior Public examinations. In 1898, 4 seniors and 15 juniors were successful in these examinations. The work of the school comprises arithmetic, Euclid, algebra, trigonometry, statics and dynamics, English grammar, composition and literature, ancient and modern history, geography, Latin, Greek, French, German, botany, physiology, drawing, theory of music, harmony, class singing, sewing, cutting-out, drill, and gymnastics. Short courses of lessons are also given from time to time in the principles of practical cookery, laundry work, art needlework, dress-cutting, and millinery.

ATTENDANCE.—Allowing for the decrease in the number of scholars sent by the State, the number of pupils in 1898 was slightly higher than in the previous year. The average number on the roll for the year was 131, [illegible] against 134 in 1897. The prevailing epidemics affected the regularity of the attendance during the second and third quarters, for, although comparatively few of our pupils suffered, girls were not received from homes where there was infection.

STAFF.—The staff consists of a head mistress, a second mistress, and 6 assistant mistresses, and visiting masters for drawing, class-singing, gymnastics, and Greek.

Scholarships.—Three scholarships of the annual amount of the school fees tenable for two years, and open to girls under seventeen years of age who have been not less than three years at the school, are annually offered for competition. Thus a thorough education in advanced branches of knowledge without payment of tuition fees is open to girls of industry and ability.

Endowment.—The statutory endowment is £1,000 per annum, but the net amount available for general purposes last year, after deduction of interest and redemption money on the Government loan hereinafter referred to, was only £303 12s. 6d.

Land Endowment.—Some years ago certain lands in South Brisbane, valued at £2,000, were vested in the Trustees as an endowment under the Grammar Schools Acts. Shortly afterwards the greater portion of the land was resumed for railway extension purposes. The purchase money was placed by the Trustees at fixed deposit in the Bank of New South Wales, and the interest accruing thereon from time to time is devoted to general current expenses.

Loan.—In 1886 a loan of £8,000 was obtained from the Government for the purpose of erecting school buildings, including boarding accommodation for 30 boarders. The annual interest due to the Government last year was £410 13s., and the instalment of redemption money was £285 14s. 6d. The repayment of instalments of redemption money upon this loan, which was suspended from 1895 to 1898, has again been suspended for two years from June last.

Endowment Prizes.—The school has received the sum of £100 from the executors of the late Sir Charles Lilley, to provide a gold medal (to be called the Lady Lilley medal) to be awarded in each year to the head girl of the Sixth Form, subject to the attainment of a specified standard. The sum of £61 was presented by the Wight Memorial Committee for the annual presentation of a silver medal for the greatest proficiency in music.

Queen's Scholarship.—The Trustees of the Brisbane Girls' Grammar School have also been appointed Trustees of the Queen's Scholarship fund, raised in 1887. This fund has now reached the specified sum of £1,000, and in accordance with the provisions of the Trust, a scholarship representing in value the interest obtainable on that amount was last year offered for competition. No candidate of sufficient merit having presented herself—perhaps owing to the short notice that the Trustees were able to give as to the conditions of the examination—the exhibition was not awarded.

Both these funds are invested in Government Savings Bank Stock.

I have, &c.,

S. W. GRIFFITH, Chairman.

To the Secretary for Public Instruction.

[The Trustees' Report of the Ipswich Grammar School for Boys and for Girls had not reached the Education Office at the time of going to press.]

MARYBOROUGH GRAMMAR SCHOOLS.

The following Report has been furnished by the Trustees:—

The various educational establishments of the manufacturing and commercial town of Maryborough have added to its renown and proved living monuments of the founders of the systems of primary and secondary instruction liberally provided by the Parliament and people, through the late Sir Charles Lilley, C.J., the then Premier.

Devoted to the higher education are two admirable institutions—the Boys' and Girls' Grammar Schools. These handsome edifices, charmingly situated, facing each other on opposite sides of Kent street, are thoroughly equipped and appointed, and surrounded by large and tastefully laid-out grounds. The past records of both schools completely bear out all that is claimed for them.

The Boys' School has, by reason of the conspicuous successes of former scholars, gained a high colonial reputation, which is in no danger of being lowered by the scholars now coming forward.

The Grammar Schools have been established nearly 18 years, and in the course of that time have acquired many pleasant associations. It was in the year 1878 that a spontaneous movement was set afloat towards establishing a grammar school in Maryborough, and through the energy and untiring efforts of Mr. R. M. Hyne the then Mayor of Maryborough, the matter was brought to a practical issue.

Prior to this Maryborough scholarship boys—and there was generally a good number of them—served their terms chiefly at the Ipswich or Toowoomba Grammar Schools. The citizens of Maryborough individually and collectively contributed most handsomely towards so worthy an object, and in the course of a few months over £2,000 were raised by subscriptions and a bazaar. More than was necessary to found the Boys' School and obtain the Government endowment having been secured, it was afterwards decided to apply the surplus to a Girls' School. After the site had been selected tenders for the Boys' School were called, and that of Mr. Henry Taylor accepted at £5,500, the design being that of Mr. J. Hall, of Brisbane. Good progress was made, and the school opened on Monday morning, 5th September, 1881, the attendance being 24 boys and 26 girls—girls and boys then using the boys' school.

Mr. James Murdoch, M.A. (Oxon), was appointed first Head Master, and Miss Budgett first Head Mistress. Since then members of the staff, as well as pupils, have come and gone. Mr. Murdoch was succeeded by Mr. Geo. Fred Vaughan, B.A. (Oxon), in 1885, who, in turn, gave place to Mr. Jas. Thomson, M.A. (Aberdeen), at the end of 1890. Mr. Thomson had, prior to this, held the position of third master from the starting of the school. Mr. Chas. H. Barton, B.A. (Oxon), is another old member of the staff, having handed over the secretaryship of the school, in 1882, to Mr. Jas. Marsden, and accepted the position of second and classical master, which he occupied until 1895. The other members of the staff are all highly qualified teachers from England and the Colonies. The excellent progress of the school necessitated additional accommodation, and this was secured in 1890 by the erection of a handsome wing to the main building, and other buildings, at a cost of £3,500. The school has now accommodation for 35 boarders and from 150 to 200 day scholars. The school and grounds now form one of the prettiest sights in Maryborough, and a visit over both is desirable. The gardens are well laid out, the handsome shade trees all about having now reached sturdy proportions, while the flower beds are always covered with blossoms. On one side of the school is the cricket and football ground, with a first-class concrete wicket, and as the school is well supplied with cricketing and football material both games flourish.

On the other side of the building is the Gymnasium, all the paraphernalia being under a spacious pavilion and over a tan-bark floor, upon which the boys, if they fall, receive no injury. Unless specially excused, each boy must go through a course of gymnastic training and physical drill. There is also a good cadet corps, and a fine tennis court provides good sport. Mr. Thomson, the Head Master, is also the Resident Master, and, with the invaluable aid of Mrs. Thomson, manages the house in a manner greatly appreciated by parents, and thoroughly conducive to the domestic welfare and comfort of the boarders. The school appears to lack nothing that is essential to such an establishment. The sanitary arrangements are excellent; water is laid on throughout the building. There are six or seven bath-rooms adjacent to the dormitories, which are roomy and well-lighted, each boy having a comfortable bed to himself. The discipline of the school is good, and Mr. Thomson has

Distinctions Gained: Sydney University—The Fairfax prize (awarded annually to the female candidate who shows the greatest proficiency) has five times been gained by the girls' school, twice in the senior and three times in the junior examination. Ten medals (eight senior and two junior) have also been awarded for the first place in individual subjects. Melbourne University—1896, Matriculation Honours; 1897, Exhibition (£50).

The following is the staff of Mistresses:—

Head Mistress.

Miss Milisent Wilkinson, Oxford and Cambridge Universities, First-class Honours with Distinctions; S. Kensington and Society of Arts Diplomas; formerly Head Mistress of Salcombe College, Loughton, London, E.; and late of the Methodist Ladies' College, Melbourne, Victoria.

Assistant Mistress.

Miss C. E. Bourne, Honours Higher Local Examination, Cambridge University; formerly of Eisenach and Dresden Public Schools.

Mrs. I. A. Dakin, L.L.A., St. Andrew's University; Certificate in Honours Higher Local Examination, Cambridge University; formerly Assistant Mistress of Newcastle-on-Tyne High School, England; of the High School, Liverpool, England.

Miss M. Hamilton, Sydney University Examinations.

Miss Edith Craig, B.A., Melbourne University (temporary Mistress).

Cost of erection of Girls' Grammar School Building, to 31st December, 1898, £7,570 13s. 5d.

The same Board of Trustees governs both Boys' and Girls' Schools.

ROCKHAMPTON GRAMMAR SCHOOL FOR BOYS.

The following report has been forwarded by the Secretary to the Trustees:—

During the year 1898, the 18th since the opening of the school, the average number of boys on the roll was 43. The school attendance, which in a grammar school usually approaches the highest limit, was during the past year somewhat affected by the various epidemics with which the town was visited. Hence the work of the year was not a little interfered with, and the results of the examinations fall short of their usual standard. The number on the roll for the last quarter was 53.

In response to liberal inducements offered by the trustees, the presence of a number of boys younger than those hitherto admitted was noted. It is hoped parents will manifest an increasing tendency to entrust their boys to the school at an early age, so that their education can be moulded throughout. There is slight room for doubt that pupils suffer not a little owing to the sudden jump from the elementary subjects taught at the State schools to the more extensive range in vogue at the grammar school. Moreover, the school itself cannot but experience considereble difficulty in maintaining its numbers at the higher age limits when even substantial inducements prove insufficient to the retention of the elder pupils, in face of the attractions held out by commercial life.

During the year 12 State scholars have attended, viz.: 3 in their third year, 7 in their second year, and 2 in their first year.

At the winter examinations 3 third-year State scholars passed the Sydney University Junior creditably and are now working for the Senior.

The range of subjects taught to all pupils, above the very young ones, is similar to that in general use in the grammar schools. Of the more difficult subjects, 3 pupils are learning Greek and 2 trigonometry. The standard worked up to generally is that of the Sydney University Senior and Junior and the Government Exhibition Examinations, subject of course to such modifications as may be necessary for any special purpose.

ROCKHAMPTON GRAMMAR SCHOOL FOR GIRLS.

Rockhampton, 6th April, 1899.

In compliance with the request contained in the letter from the Department of Education, dated the 16th March, 1899, the trustees beg to submit the following Report on the Girls' Grammar School, Rockhampton:—

Rockhampton Girls' Grammar School was established and opened in May, 1892.

It is managed by a body of 7 trustees, apart from the Boys' Grammar School. Three trustees are selected by subscribers to the school, and 4 are appointed by the Government.

The school buildings occupy a conspicuous and healthful site on a terrace cut out of the slope of the Athelstane Range, overlooking the town and surrounding country, and about 200 feet above the level of the Fitzroy River.

They are built of brick and cement, and owing to the increased attendance of pupils have had to be enlarged within the last two years. The school contains 7 class-rooms, and head-mistress's room—all situated on the ground floor. Adjoining them are large dining-room, reception-room, sitting-room, kitchen, &c. In the upper storey there are sleeping apartments for 7 teachers, 20 boarding pupils, and 4 servants. There are bathrooms and lavatories in both the lower and upper stories; and water and gas are laid on to apartments in the same.

From its opening, the school has been under the management of Miss H. E. Downs, who was selected from a large number of applicants in the United Kingdom. It opened with about 30 scholars, and since the commercial crisis in 1893, the attendance has steadily increased.

The numbers on the roll were:—

First Quarter of 1898: 80 (of whom 7 were boarders, 4 were State scholars, 6 were trustees' scholars, and 17 in the Kindergarten).

Second Quarter of 1898: 90 (7 boarders, 4 State scholars, 6 trustees' scholars, and 19 in the Kindergarten).

Third Quarter of 1898: 104 (8 boarders, 4 State scholars, 7 trustees' scholars, and 22 in the Kindergarten).

Fourth Quarter of 1898: 92 (7 boarders, 4 State scholars, 6 trustees' scholars, and 18 in the Kindergarten).

There was much measles and chickenpox during this last quarter, which caused the fall in attendance.

First Quarter of 1899: 116 (12 boarders, 3 State scholars, 6 trustees' scholars, and 33 in the Kindergarten).

The staff is—A head mistress, 4 assistant mistresses (besides a mistress in charge of the Kindergarten), and a visiting master for advanced music pupils. There is also a teaching scholar.

During the year there were the following Forms:—I., II., IIIA., IIIB., IV. (doing work for the Sydney Junior Examination), V. (ex-juniors), and VI. (only 1 girl, preparing for the Sydney Senior Examination).

Form V.'s average age was 18; Form IV.'s, 16; Form IIIA.'s, 15; Form IIIB.'s, 14; and that of Forms II. and I., which were grouped together, 10.

There were three pupils sent in for the Sydney Junior Examination in June, 1898, who all passed. The subjects taken varied in each case, but passes were made in geography, English, arithmetic, algebra, geometry, botany, French, Latin, and drawing. One pupil, who had been only two and a-half years in the school, took the Senior Sydney Examination in December, 1898, and passed in all the subjects she took up (English, geography, French, botany, arithmetic, and freehand and geometrical drawing).

The teaching scholar passed in 1898 the botany section of the St. Andrew's (Scotland) L.L.A. Examination. One of the assistant mistresses also passed in the education section of the same. Two pupils were sent in during the year 1897-8 for the junior examination of the Associated Board (Royal Academy and Royal College of Music), and passed with over 70 per cent. of marks.

The subjects taught in the school during the year 1897-8 and up to April, 1899, were:—

English.—Grammar, reading, writing, composition, literature, history, geography, and elocution.

Languages.—French, German, Latin.

Mathematics.—Arithmetic, bookkeeping, algebra, geometry.

Science.—Botany, hygiene, elementary physiology, and physical geography.

Arts.—Drawing (freehand, model, geometry, perspective and elementary design), painting (oils), class-singing, instrumental music, needlework, knitting, and brush-drawing.

Physical Exercises.—Drill and gymnastics.

These subjects were, of course, not being all taught at the same time nor to every pupil, courses being drawn out for each class or pupil according to age, needs, or length of stay at school, &c., &c., but every pupil was being taught some subjects out of each group abovenamed.

As the school year ends in July, and this is the first report asked for by the Department, it is necessarily composed of information concerning parts of two years - 1897-8 and 1898-9.

The fees are—

Tuition only, for day scholars over 12	4 guineas per quarter.
,, ,, under 12	3 ,, ,,
,, ,, ,, 8	2 ,, ,,
Stationery, drawing materials, and use of books ...	7s. 6d. ,,
For pupils in Kindergarten, materials	4s. 6d. ,,

Pupils entering under the age of ten years, and continuing to attend the school, are granted the privilege, if their reports are good, of remaining till the age of twelve without increase of fee. Similarly pupils entering under eight continue at 2 guineas per quarter till they reach the age of twelve, and then pay only 3 guineas as long as they remain in the school. A reduction of 10s. 6d. each per quarter is made in the case of two from one family simultaneously attending the school. A reduction of £1 1s. each is made in the case of more than two. Reductions at the same rate are made for those pupils who have a brother or brothers attending the Rockhampton Boys' Grammar School.

A quarter's notice is expected previous to the removal of a pupil.

Instrumental Music Fees—

Advanced pupils (Herr Hage, Vienna Conservatoire and Sydney College of Music), 1½ guineas per quarter.

Beginners (Miss Ashworth), 1 guinea per quarter.

Boarding fees are charged in addition to all the foregoing fees, and are also payable quarterly in advance:—

For each pupil over twelve (laundry included)	13 guineas per quarter.
,, ,, ,, under ,, ,, ,, ...	11 ,, ,, ,,
For weekly boarders (laundry not included)	9 ,, ,, ,,
Dinner daily	35s. per quarter.

Single dinners are provided for day scholars at 9d. each.

Girls who bring their own dinner are accommodated in the school dining-room with plates, glasses, &c., and are charged 2d. per week each.

The teachers' salaries range from £52 to £350 per annum. The head-mistress conducts the boarding establishment and receives the fees.

The school hours are from 9·15 a.m. to 12·45 p.m., and from 2 p.m. to 3·30 p.m. There is an interval of 15 minutes every forenoon for refreshment and recreation. Home work is not given except in the higher forms.

The holidays are seven weeks at mid-summer, three weeks at midwinter, a week at Easter, statutory public holidays, and every Saturday. Class-prizes are distributed before the mid-winter holidays.

The trustees grant three scholarships annually, consisting of exemption from school fees for two years. These scholarships are open to be competed for by pupils in Forms IV., V., VI., who have been three years in continuous attendance at the school. They are awarded upon examination and report by the head-mistress. A teaching scholarship tenable for one or two years is granted by the trustees on the recommendation of the head-mistress to a girl desiring to be prepared for the profession of teacher.

The school site is freehold, the area extending to 5 acres, around a portion of which ornamental trees have been planted. On a terrace below the school a large and well-furnished roofed-in playshed has been erected. Attached to it are a fives court, and roomy lawn tennis courts. In the lower portion of the ground is a handsome cottage, occupied by the caretaker of the schoolroom and grounds. A paddock of 5 acres adjoining the school ground is also the property of the Trustees.

The trustees have just had plans prepared, and have accepted tenders for the erection of a detached building, in which accommodation will be provided for teachers and pupil-boarders in cases of sickness requiring medical attendance and nursing.

The school buildings, terracing, fencing, and improvements have led to an expenditure of about £9,750. The revenue from school fees last year was £1,630. The Trustees receive an endowment of £1,000 a year from Government. At present the Trustees have a credit balance of £142 15s. 6d.

Trustees :—
Sidney Williams, Esq., Chairman.
Holyoake Woodd, Esq., Treasurer.
G. G. W. Shaw, Secretary.
G. S. Curtis, Esq., M.L.A.
W. Spier, Esq.,
Will. McIlwraith, Esq.
F. H. B. Turner, Esq.
F. H. V. Voss, Esq., F.R.C.S. (Eng.).

The Honourable the Minister for Public Instruction.

TOOWOOMBA GRAMMAR SCHOOL.

Toowoomba, 11th April, 1899.

Sir,—On behalf of the Trustees of the Toowoomba Grammar School, I have the honour to report that for the year ending 31st December, 1898, the aggregate number of pupils on the roll was 37, with a daily average attendance of 35; the number of masters 3, with 2 visiting teachers.

This is a much smaller attendance than that of some years past, the reason for which it is somewhat hard to determine. I am, however, glad to report that the educational results are fully satisfactory.

Seven boys were sent up for the Sydney Junior, 6 of whom passed in an aggregate of 37 subjects out of a possible 42, and 3 boys who had previously obtained State scholarships passed the Civil Service Examination, obtaining fifth, sixth, and ninth places respectively.

It is also gratifying to know that at the present there are 9 or 10 students attending the Sydney University who entered from this school. The school premises are in almost perfect order, the trustees having spent during the year over £1,000 in repairs and renovations, and enclosing the whole of the property with a new fence.

The income for the year (not including boarding fees) is £1,568 12s. 6d., and the expenditure (inclusive of £176 on account of redemption and interest of Government loan) £1,448 15s.

It is gratifying to report that no school time has been lost through sickness; indeed, from the foundation of the school to the present no epidemic has appeared amongst the scholars, neither boarder nor day.

I have, &c.,

ROBERT ALAND, Chairman of Trustees.

The Under Secretary for Public Instruction, Brisbane.

TOWNSVILLE GRAMMAR SCHOOL.

Townsville, 8th April, 1899.

Sir,—With reference to your letter of 3rd February, desiring the Trustees to furnish a report on this Grammar School for 1898, I have to express regret at the delay in furnishing same, the Trustees being in doubt as to the nature of report required.

I have now the honour to report for the information of the Minister, that the school was built in 1887-8, and formally opened on the 16th of April, 1888.

The original cost of the buildings was £8,120, of which the Government gave an endowment of £5,200, the balance being raised by private subscriptions.

The main building contains the school and class rooms, with dormitories and house-masters' rooms, whilst detached, and within easy distance, stand the head-master's residence, gymnasium, laboratory, and workshop—the whole forming a picturesque group under the high cliffs of Castle Hill, and facing the Queen's Park, where the boys have a cricket ground and all facilities for athletic sports.

In the early years of the school there was a large attendance, but subsequently this was reduced during the seasons of commercial and pastoral depression throughout the colonies.

The average attendance during 1898 was 46·25.

The reduction in the number of State school scholarships subsidised by the Government has had a serious effect on the number of pupils, there being 7 of these in attendance in 1898 as against 17 in 1895.

The Trustees offer annually two scholarships of the value of £16 16s. each, tenable for three years, and open to boys under seventeen years of age who have attended school not less than two years.

There is also the Hollis Hopkins scholarship of the annual value of £10, tenable for two years, and open to all boys under sixteen years of age, under similar conditions.

During the last 8 years the following successes have been gained:—The Barker and Allen scholarships for mathematics at Sydney University, the medal for ancient history in senior examination, and five proximes for medals in various subjects in the Sydney examinations. In addition to these special distinctions, 63 pupils have been entered for the two examinations with only 3 failures.

The staff consists of the head-master, Mr. C. H. Hodges, M.A., Oxford (first class honours), and three resident assistant masters, with visiting masters for instruction in drilling, music, and drawing.

The school is governed by a body of 7 Trustees, the chairman being His Honour Mr. Justice Chubb.

I have, &c.,

E. J. B. WAREHAM, Secretary.

The Under Secretary, Department of Public Instruction, Brisbane.

APPENDIX D.

ANNUAL EXAMINATION OF TEACHERS AND OTHERS, 1898.

GEOGRAPHY.

20th December—9·30 *to* 12·30.

*** Sketch maps must be drawn on as large a scale as the foolscap page will admit.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

50 1. As a specimen of your penmanship, write in small-hand the following lines—

> "*Remembrance oft shall haunt the shore*
> *When Thames in summer wreaths is drest,*
> *And oft suspend the dashing oar*
> *To bid his gentle spirit rest* "

34 2. Draw a map of Australia, and mark on it the islands, including Tasmania, the rivers flowing into the Gulf of Carpentaria, and the colonies, with three of the chief towns in each.

28 3. Make out, in tabular form, a list of the countries of Asia, with their capitals and chief products.

20 4. Name in order, from north to south, the rivers of America which flow into the Atlantic Ocean, and give one town on each river.

18 5. What are the chief products of the following countries—Great Britain, France, Italy, Egypt, Queensland, Tasmania?

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

50 1. As a specimen of copy-setting, write in large-hand the word "*Indispensable*"; and in small-hand the following lines—

> "*Knowledge is proud that he has learned so much;*
> *Wisdom is humble that he knows no more.*"

35 2. Draw a map of Great Britain, and mark on it the chief sea-ports on the eastern coast, the lakes of Scotland, and the mountains and rivers of England.

20 3. Write what you know about India under these heads:—Area, inhabitants, climate, industries, and government.

20 4. Make out a list of the British Possessions and Protectorates in Africa, and give the capital of each.

25 5. Write explanatory notes on the following—"Spheres of Influence," "The Pamirs," "British Occupation of Egypt."

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

50 1. As specimens of copy-setting, write in large-hand—"*British East Africa*"; in small-hand—"*Sir Walter Raleigh spent a large fortune in attempting to colonise Virginia*"; and in plain print—"*Dominion of Canada,*" the initials in capitals and the rest in small letters.

30 2. Give as many proofs as you can that the earth is round, and illustrate your answer by diagrams.

30 3. Describe two experiments which prove that degrees of latitude are not all of the same length.

15 4. Make diagrams to illustrate the relative positions of the sun and earth (*a*) at midsummer, and (*b*) at midwinter, in Australia.

25 5. Set down clearly what you know about monsoons, and illustrate your answer by a sketch map.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

22 1. Explain clearly why it is not high water at the same time every day, and illustrate your answer by a diagram.

18 2. Name the currents of the Pacific Ocean, and briefly trace the course of each.

20 3. Explain, as to a class, the formation of valleys and hills.

15 4. Enumerate the chief plains and plateaux of Europe, Asia, and America.

25 5. Illustrate and describe the apparatus commonly used in ascertaining the depth of the ocean, and briefly summarise the results of the soundings that have been taken in the Atlantic Ocean.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

Maximum Marks.

1. Describe the general arrangement of the solar system, and illustrate your answer by a diagram. 15

2. Explain any one method which has been adopted for determining the distance of the sun from the earth. 16

3. (*a*) Describe a method of finding longitude. 5
 (*b*) When it is noon at Greenwich, what is the time at Calcutta, long. 88½° E., and at New York, long. 74° W.? 2

4. Give the subject-matter of a lesson, suitable for an upper class, on the effect of latitude on climate. 8

5. Account for the inequality of the heights to which the tides rise in different places, and illustrate by reference to the Gulf of Carpentaria and the Bay of Fundy. 8

6. Explain, as to a class, why isothermal lines do not coincide uniformly with parallels of latitude. 10

7. Enumerate the chief agencies by which plants have been dispersed throughout the globe, and briefly describe the action of each. 8

8. Explain the difference between a cyclone and an anti-cyclone, and illustrate your answer by a diagram. 10

9. Explain the formation of dew. 6

10. Write explanatory notes on the following terms—Torrid zone, sidereal day, ecliptic, inferior planets, dew-point, cirrus clouds. 12

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Make a diagram to illustrate the cause of neap tides; and explain why the moon exerts more tidal influence than the sun. 12

2. (*a*) Explain, as to a class, how to make and use a wet and a dry bulb thermometer. 4
 (*b*) The dry bulb reading is 53°, and the wet bulb 49°. Find the dew-point. (*Glaisher's corresponding factor*, 2.) 3

3. Draw a map of Queensland, and mark on it the chief physical features and the sea-ports. 12

4. Write a methodical account of the geography of Italy. 10

5. Give the subject-matter of a lesson, suitable for an upper class, on *one* of the following:—The Partition of Africa, The Soudan Campaign, The Frontier Outbreak in India. 10

6. Describe Foucault's experiment for proving the rotatory movement of the earth on its axis. 7

7. Draw a map of Africa, and mark on it the political divisions. 20

8. Set down concisely what you know of the trade carried on between Australia and Great Britain. 8

9. Describe and illustrate the influence of climate upon national character. 8

10. Write an account of the geography of the United States under these heads—Area, inhabitants, climate, industries, government, chief towns. 6

ARITHMETIC.

20th December—2 *to* 5.

*** Set down the working of the sums so that the process by which each answer is obtained may be seen.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

1. Write down ten millions one hundred, and one million ten thousand; and find the product of their sum and difference. Express the result in words. 20

2. The contents of 106 bags of sugar, each weighing 2 cwt. 3 qrs. 17 lbs., are to be divided amongst 175 persons; what weight will each receive? 25

3. Reduce— 30
 (*a*) 86 miles 3 furlongs to yards.
 (*b*) 17896 inches to English ells, qrs., nls., inches.
 (*c*) 99½ guineas to *£ s. d.*

4. Simplify— 25

$$\frac{\frac{1}{2} + \frac{2}{3} \text{ of } \frac{3}{5}}{\left(\frac{2}{3} + \frac{1}{5}\right) \div \frac{3}{4}} \times \frac{4}{5} - \frac{5}{26}.$$

5. [For Males only.] If ½ of A's money is equal to ⅘ of B's, what part of B's money is equal to ⅔ of A's? 20

6. [For Males only.] If 20 men could perform a piece of work in 12 days, find the number of men who could perform another work three times as great in one-fifth of the time. 30

5. [For Females only.] How many kinds of vulgar fractions are there? Name and define them, and give an example of each kind. 20

6. [For Females only.] Find the difference between ⅞ of £35 14s. 7½d. and 2⅜ of £5 14s. 9¾d. 30

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks.

25 1. How much ore must be raised, that on losing $\frac{17}{40}$ in roasting, and $\frac{1}{12}$ of the residue in smelting, there may result 506 tons of pure metal?

20 2. 72 men had provisions for 44 days, but after 5 days 20 men went away. How long did the provisions last the remaining men?

30 3. If 22 loaves last 9 persons 7 days, when the loaf costs 20d., how many persons may be fed at the same cost for 12 days when the loaf is 7d., the rate of consumption being the same?

30 4. Find, by Practice, the cost of—

(*a*) $4685\frac{1}{2}$ lbs. of butter at 1s. $7\frac{1}{4}$d. a lb.

(*b*) 39 oz. 16 dwt. 18 grs. of silver at 9s. 10d. an oz.

20 5. [For Males only.] Simplify—

$$\frac{\cdot015 \text{ of } 20 + 17\cdot4 \div \cdot04}{(21\cdot7 \text{ of } \cdot09 - 1\cdot95) \text{ of } 1000}.$$

(Work by decimals, and show fully all details of the work.)

25 6. [For Males only.] In a certain school $\cdot375$ of the children were in the First Class, $\cdot\dot{3}$ in the Second, $\cdot208\dot{3}$ in the Third, and the remainder, 12 in number, in the Fourth Class. Find the number of children in the school.

20 5. [For Females only.] A coach-wheel, whose circumference is 16 feet, revolves twice in 3 seconds. Find the number of miles traversed by it in an hour and a-half.

25 6. [For Females only.] A merchant laid out £69 6s. in spirits, which he bought at 12s. 10d. a gallon; he retailed it at 16s. 6d. a gallon, making a profit of £11 11s. How many gallons must he have lost by leakage?

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

20 1. One-fifth of the difference of two numbers is 58, and one-fifth of their sum is less than their difference by 92. Find the numbers.

30 2. A and B own a farm together. A owns $\frac{7}{12}$ of it and B the remainder, and the difference between their shares is 17 ac. 0 rd. 20 ps. Find the value of the farm if $\frac{3}{8}$ of it be worth £50 an acre, and the rest of it £46 an acre.

25 3. A sum of money put out at simple interest for 2 years at 3 per cent. amounted to £239 0s. $7\frac{1}{2}$d.: what difference would it have made in the amount had it been put out at compound interest instead?

25 4. [For Males only.] A sells goods to B at a gain of $22\frac{1}{2}$ per cent., and B sells the same goods to C at a gain of $7\frac{1}{2}$ per cent. C gave £263 7s. 6d. for the goods; how much did A give for them?

25 5. [For Males only.] Out of the profits of a joint-stock company 7d. in the £1 is paid for income-tax, and out of the remainder the manager takes $3\frac{1}{4}$ per cent. for his salary. His salary amounts to £436 17s. 6d. Find the gross profits of the company.

25 6. [For Males only.] How much in the 3 per cents at 96 must be sold out to pay a bill of £1654, 9 months before it becomes due, true discount being allowed at $4\frac{1}{2}$ per cent. per annum?

20 4. [For Females only.] Express—

(*a*) $\frac{1}{2}(6\frac{1}{2} + 2\frac{2}{3} - 3)$ as a decimal.

(*b*) $\cdot7 + \frac{3}{11}$ of $\cdot825 + 4\cdot1\dot{3}$ as a vulgar fraction.

25 5. [For Females only.] Divide 2 qrs. 14 lbs. × 7·125 by 1·5, and reduce the quotient to ounces.

30 6. [For Females only.] A and B began together a piece of work which they could have done singly in 34 and 38 days respectively. A continued till the work was finished, but B had left him 4 days before its completion. In what time was the work done?

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

25 1. A person buys a farm of 150 acres for £4624, and after repairing the buildings lets it at 30s. an acre, thereby getting a return of $4\frac{1}{2}$ per cent. for his money: how much did he spend on repairs?

25 2. A watch is bought for 25 guineas: at what price must it be sold to secure a clear profit of 30 per cent. after allowing a discount of $2\frac{1}{2}$ per cent. to the purchaser?

15 3. [For Males only.] (*a*) Every number, integral or decimal, which is a perfect square, must end in one of a certain number of digits: what are those digits? (*b*) Extract the square root of ·00822649; (*c*) Extract the cube root of 176464·081529.

20 4. [For Males only.] Each side of a rhombus is 32 feet, and each of the larger angles is equal to twice each of the smaller angles: find the area.

30 5. [For Males only.] The area of a semicircle is 645 square feet: find the length of the perimeter of the semicircle.

35 6. [For Males only.] The sides of a triangle are in the proportion of the numbers 7, 15, and 20; and the area is 2226 square feet: find the sides in feet.

20 3. [For Females only.] For what sum must a merchant insure a cargo worth £1517 8s. 6d. at $3\frac{3}{4}$ per cent., so that, in case of loss, he may receive the value both of cargo and premium?

Maximum Marks.

4. [For Females only.] A person has £2950 in the 3 per cents at $83\frac{1}{2}$; when the funds have fallen $2\frac{1}{2}$ per cent. he transfers his capital into the 5 per cents at 108: find the alteration in his income. 25

5. [For Females only.] A draper bought 5 pieces of silk, each 52 yards, at 4s. $3\frac{1}{4}$d. per yard, and sold the whole so as to gain as much as $16\frac{1}{4}$ yards were sold for: what was the selling price per yard? 30

6. [For Females only.] A has 38 florins and a sovereign; B has 61 half-sovereigns and 11 florins. What sum transferred by B to A would make B have exactly 6 times as much as A? 25

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Simplify— 12

$$\frac{(3\frac{3}{5}-\frac{2}{11}) \text{ of } 12\frac{5}{6}}{3\frac{3}{5}-\frac{2}{11} \text{ of } 12\frac{5}{6}} \div (12\frac{3}{5}-2\frac{2}{7}) \text{ of } \left\{7\frac{1}{8}-\frac{3}{10} \text{ of } (15\frac{3}{4}-2\frac{5}{8})\right\}.$$

2. A farmer gives for a horse a bill of £70 due in 5 months, and sells him at once for a bill of £80 due in 12 months. Find his gain per cent., reckoning interest at the rate of 5 per cent. 15

3. If omnibuses start from a stand every 10 minutes, and travel six miles an hour, how long, after one passes a lady walking along the route at the rate of three miles an hour, will it be before the next one will pass her? 15

4. Apples are bought at two a penny, and as many more at three a penny: how much will be gained or lost per cent. by selling them at five for two pence? 15

5. One-third of the distance between two places is walked at the rate of 3 miles an hour, and nine-tenths of the remainder at the rate of $3\frac{3}{4}$ miles an hour; the rest, at the rate of 4 miles an hour, takes 25 minutes. Find the whole distance and the time of walking. 15

6. [For Males only.] The length of a leaden pipe is 13 feet, its bore is $1\frac{3}{4}$ inches, and its thickness $1\frac{1}{8}$ inches: find its weight, supposing a cubic inch of lead to weigh 6·604 ounces. 12

7. [For Males only.] Find the number of cubic feet in a regular hexagonal room, each side of which is 20 feet in length, and the walls 30 feet high, and which is finished above with a roof in the form of a hexagonal pyramid 15 feet high. 15

8. [For Males only.] The radii of the ends of the frustrum of a right circular cone are 7 feet and 8 feet respectively, and the height is 3 feet: find the volume of the larger of the two pieces obtained by cutting the frustrum by a plane parallel to the ends and midway between them. 18

9. [For Males only.] A vessel in the form of a right circular cylinder without a lid is to contain 1000 gallons: find the area of the whole internal surface, supposing the vessel to be of the most advantageous shape. 18

10. [For Males only.] Find the volume of a sphere when its surface is equal to that of a circle 9 feet in diameter. 15

6. [For Females only.] The rent of a square field at £2 14s. 6d. per acre amounts to £27 5s.: find the cost of putting a fence round the field at 9d. per yard. 15

7. [For Females only.] The sides of the base of a triangular prism are 52, 51, and 25 inches respectively, and the height is 60 inches: find the side of a cube of equal volume. 15

8. [For Females only.] A room, whose height is 11 feet and length twice its breadth, takes 165 yards of paper 2 feet wide for its four walls: find how much carpet it will require. 15

9. [For Females only.] The diagonals of a rhombus are 88 and 234 feet respectively: find the area; find also the length of a side, and the height of the rhombus. 18

10. [For Females only.] A cubic foot of brass is to be drawn into a wire $\frac{1}{20}$ of an inch in diameter: find the length of the wire. 15

For Admission as Teacher of the Second Class.

(Females.)

(Three hours allowed.)

1. Divide 999 into three parts, so that 6 times the first, 7 times the second, and 11 times the third may be equal. 8

2. At what times between 6 and 7 o'clock will the hour and minute hands of a clock be (1) together, (2) at a distance of 10′ from each other? 9

3. The rates of two trains travelling in the same direction are 15 and 50 miles an hour; how long before the fast train is due at a certain station must the other leave, in order to reach the next, 20 miles farther on, five minutes before the fast train arrives? 20

4. A person pays insurance on his life to the extent of 10 per cent. of his income; this he legally deducts from his income, and after paying on the remainder 5d. in the pound income-tax, has £1,075 2s. 6d. a year left. What was his gross income? 20

5. A person started at half-past two and walked to a village, arriving there when the church clock indicated a quarter-past three. After staying twenty-five minutes he drove back by a road one-fourth as long again at a rate twice as fast as he had walked, and reached home by four o'clock. Determine how much the village clock was wrong. 20

Maximum Marks.

8 6. In the Centigrade thermometer the freezing point is zero, and the boiling point 100°; in Fahrenheit's the freezing point is 32°, and the boiling point 212°; what degree C. corresponds to 68° F.?

15 7. The height of a cylindrical vessel is to be half the radius of the base, and the cylinder is to hold a gallon. Find the radius.

15 8. The sides of a triangle are 51, 52, and 53 feet: find the perpendicular from the opposite angle on the side of 52 feet, and find the areas of the two triangles into which the original triangle is divided.

20 9. ABCD is a quadrilateral; the sides AB and DC are parallel. AB = 165 feet, CD = 123 feet; the perpendicular distance of AB and DC is 100 feet. E is a point in AB such that AE is equal to half the difference of AB and CD. Find the area of the triangle EBC, and of the quadrilateral AECD.

15 10. A circular grass plot, whose diameter is 40 yards, contains a gravel walk, one yard wide, running round it one yard from the edge, Find what it will cost to turf the grass plot at 4d. per square yard.

For Admission as Teacher of the Second Class.

(Males.)

(Three hours allowed.)

10 1. (*a*) State and prove the relation between two unequal forces acting at an angle of 120° with each other and their resultant.
(*b*) What would the relation be if the forces were equal?

15 2. A balloon capable of raising a weight of 360 lbs. is held to the ground by a rope which makes an angle of 60° with the horizon: determine the tension of the rope and the horizontal pressure of the wind on the balloon.

10 3. A heavy uniform beam is supported on a point which divides it in the ratio of 14 : 15; a weight of 10 lbs. is suspended from one end, 7 lbs. from the other. Equilibrium is preserved. Find the weight of the beam.

9 4. Which system of pulleys do you consider the most advantageous? Illustrate your answer by finding the power required to raise a weight of 4 cwts. when four pulleys are arranged in each of the three systems.

10 5. A train moves from rest with regularly increasing speed for 5 minutes, and in this time passes over 2 miles. What is the speed at the end of 5 minutes, and what at the end of the first minute?

16 6. A stone is dropped from the top of a tower 275 feet high. With what velocity must a second be projected vertically downwards 1½ second later so as to overtake the other (*a*) in 2 seconds, (*b*) at a distance of 19 feet from the ground?

20 7. A billiard table is 12 feet long and 6 feet in width. At one corner is a ball which receives at the same instant velocities of 6 and 4 in the directions of the sides. After what time and where will the ball strike the opposite side?

6 8. Find the length of the simple pendulum beating seconds at London (g. = 32·2).

15 9. A rectangular hole ABCD, whose lower side CD is horizontal, is made in a side of a reservoir, and is closed by a door whose plane is vertical; the door can turn freely round a hinge coinciding with CD. Calculate the force that must be applied to AB to keep the door shut, assuming that AB is 1 foot and AD 12 feet long and that the water rises to the level of AB.

15 10. Describe Nicholson's hydrometer, and show how it is used in finding specific gravities.

12 11. A piece of brass, s.g. 7·8, weighing 2 lbs. is attached to a ball of wax weighing 3 oz. The two when completely immersed in water together weigh 25·78 oz. Find the s.g. of the wax.

12 12. An air-bubble at the bottom of a pond 10 feet deep has a volume of ·00006 of a cubic inch; find what its volume becomes when it just reaches the surface, the barometer standing at 30 inches and mercury being 13·6 times as heavy as the water in the pond.

ENGLISH GRAMMAR AND COMPOSITION.

21*st December*—9·30 *to* 12·30.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

20 1. Make adjectives from the nouns—Man, thought, charity, day, wood; and nouns from—Black, human, hard, strong, wise.

20 2. How do you determine whether a word is an abstract noun, a participle, or a gerund? Give examples.

25 3. What do you understand by strong and weak verbs? Say to which class each of the following verbs belong—Beat, lay, weep, eat, tell, go, gild, fall, see, burn.

25 4. How may the predicate of a sentence be enlarged? Give examples.

60 5. Analyse the following sentences, and parse the words in italics—

(*a*) *Stormed* at with shot and shell
Boldly they rode and *well*.
(*b*) Slowly and sadly we laid him down,
From the field of his fame fresh and *gory*.
(*c*) You *wrong'd yourself* to write in *such* a case.
(*d*) Attention held them *mute*.
(*e*) There he lives in state and bounty,
Lord of *Burleigh* fair and *free*.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks.

1. The wind had *no more strength* than *this*
That *leisurely* it *blew*,
And made each leaf the *next* to kiss,
That close beside it grew.
(*a*) Analyse the above passage. 30
(*b*) Parse the words printed in italics. 30

2. How may adverbs be classified? Give examples of each kind. 16

3. What rules should be observed in the use of *shall* and *will?* Give examples. 20

4. Give the language and meaning of the prefixes—Se-, for-, en-, ultra-, eu-, be-; and the affixes, -ish, -an, -y, -ous, -ac, -kin. 24

5. Correct the following sentences, and give reasons for the corrections you make— 30

(*a*) They had no sooner risen but they began to work.
(*b*) The reward has already or soon will be paid.
(*c*) Who but must laugh if such a man there be.
(*d*) John with a number of others were engaged.
(*e*) No good can come of me doing that.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. *Some* dream *that* they can *silence*, when they will,
The storm of passion, and say, *Peace*, be still;
But *thus* far and no *farther*, when addressed
To the wild wave, or wilder human breast,
Implies authority that never can,
That never *ought* to be the *lot* of man.
(*a*) Analyse the above passage. 30
(*b*) Parse the words printed in italics. 30

2. Define indefinite, distributive, and reflective pronouns, and give examples of each. 18

3. Give the derivation of—Cape, fruit, morsel, excite, impudent, difficulty, defy, doctor. 24

4. What are auxiliary verbs? Give a list of them; and, opposite each, say for what auxiliary purpose it is used. 18

5. Correct the following sentences, and give reasons for any correction you make:— 30

(*a*) I asked him what he was up to.
(*b*) The nuptial ceremony was celebrated this morning.
(*c*) The counsel tried to confound the witness.
(*d*) Have you seen Brown's last book?
(*c*) Practical joking deserves condign punishment.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. 'Tis now the dead of night, and *half* the world
Is with a lonely, solemn darkness *hung;*
Yet I—*so coy* a dame is sleep to me—
With all the weary courtship of
My *care-tired* thoughts, can't *win* her to my bed,
Though *even* the stars *do wink*, as 'twere with overwatching.
I'll *forth* and walk a *while*.
(*a*) Give a *general* analysis of the above passage. 30
(*b*) Parse the words printed in italics. 30

2. Explain fully how you distinguish the subjunctive from the indicative mood. Give examples. 18

3. (*a*) Classify prepositions according to their origin. 18
(*b*) Make sentences in which the words After, Through, and Without appear as (1) Prepositions, (2) Adverbs.

4. Give the derivation of—Calisthenic, comet, lyric, monk, hymn, phrase, synopsis, panic. 24

5. Correct the following sentences, and give reasons for the corrections you make— 30

(*a*) There was a discussion on schools held on the road.
(*b*) Always an impressive sight said solemnly the Indian.
(*c*) Raw cow's milk is better for children than boiled.
(*d*) I never dare write as funny as I can.
(*e*) Has he finished? No, he has not near done.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. O *let* us pay the time but needful *woe*,
Since it hath been *beforehand* with our griefs.
This England never did (nor never shall)
Lie at the proud foot of a conqueror,
But when it first did help to wound *itself*.
Now *these* her princes are come home again,
Come the three corners of the world in arms,
And we *shall* shock them! *Nought* shall make us rue
If England to itself do rest *but true*.
(*a*) Paraphrase the above passage. 20
(*b*) Parse the words printed in italics. 20

2. What are the characteristics of the strong and weak conjugations? To which conjugation do the following verbs belong—Sell, cleave, light, spit, awake, fight, shall, buy? 10

3. Discuss the origin and use of the conjunctions—And, both, that, if. 12

4. What are the stops in common use? Give rules for the proper placing of the comma and semicolon. 10

Maximum Marks.

14 5. (*a*) Define a perfect, imperfect, and double rhyme. Give examples.

(*b*) Scan the following lines—

For them no more the blazing hearth shall burn,
Or busy housewife ply her evening care:
No children run to lisp their sire's return,
Or climb his knees the envied kiss to share.

12 6. Make a compound sentence having two coördinate principal sentences, each with two coördinate subordinate sentences, one of the pairs of subordinate sentences being *adverbial* and the other pair *adjectival*.

16 7. Analyse the following passage: give a general analysis only—

O Brother, when I told him what had chanced,
My sister's vision, and the rest, his face
Darken'd, as I have seen it more than once
When some brave deed seemed to be done in vain,
Darken; and, 'Woe is me, my knights!' he cried,
'Had I been here ye had not sworn the vow.'

16 8. Correct anything you see amiss in the following sentences, and give reasons for any corrections you make—

(*a*) Towards the close of his life he committed suicide.
(*b*) He smiled to thank her as he took
Three tiny little sips.
(*c*) I like it better than any.
(*d*) He wants his hair cutting.
(*e*) He has got a new pair of shoes.
(*f*) He had come to the conclusion that the child had tumbled into the water and was drowned.
(*g*) That she was a somnambulist I know as I have seen her under its influence.
(*h*) Sound was his claret and his head,
Warm was his double ale and feelings.

20 9. Write a short essay on—

(*a*) All that glitters is not gold; *or*
(*b*) A rolling stone gathers no moss; *or*
(*c*) The cultivation of memory.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. So it must fall out
To him or our authorities. For an end,
We must suggest the people in what hatred
He still hath held them; that to's power he would
Have made them mules, silenced their pleaders, and
Disproportioned their freedoms, holding them
In human action and capacity,
Of no more soul nor fitness for the world
Than camels in the war, who have their provand
Only for bearing burdens, and sore blows
For sinking under them.

20 Paraphrase the above passage.

15 2. (*a*) Give the derivation of—Bale, ruth, doit, debile, bisson.

(*b*) Scan the following lines—

(1) Name not the God thou boy of tears.
(2) At a crack'd drachm! Cushions, leaden spoons.
(3) Or, seeing it, of such childish friendliness.
(4) You and your crafts! you have crafted fair!
(5) And power, unto itself most commendable.

14 3. "Neither will they bate one jot of ceremony."
Describe the ceremony here referred to.

16 4. Write short explanations of—

(*a*) I warrant, how he mammocked it!
(*b*) He lurch'd all swords of the garland.
(*c*) When Tarquin made a head for Rome.
(*d*) Hear you this Triton of the minnows?
(*e*) The cockle of rebellion.
(*f*) I say, doctor, gi's some tackleum.
(*g*) Nor ride on Pharaoh's chariot wheels after filthy lucre.
(*h*) You stab with a jest.

15 5. Explain the terms—Consul, Senator, Ædiles, Forum, Apotheosis, Flying Dutchman, Deucalion.

12 6. In what connection were the following expressions used, and by whom?

(*a*) Coffins sail fastest in a calm.
(*b*) If I could shake off but one seven years.
(*c*) The napless vesture of humility.
(*d*) The penniless Faquir who lives on chance handfuls of rice has his dangers, as well as the rich Parsee.

20 7. Write a brief sketch of Aberalva and its people.

18 8. Sketch briefly the character of *one only* of the following persons—

(*a*) Coriolanus.
(*b*) Tom Thurnall.
(*c*) Grace Harvey.

20 9. Write a short essay on *one* of the following subjects:—

(*a*) Sweet are the uses of adversity.
(*b*) A stitch in time saves nine.
(*c*) School life: its joys and difficulties.

HISTORY.

21st December—2 to 5 p.m.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks

1. Give some account of Captain Arthur Phillip, Governor Bligh, Abel Tasman, George Bass, Mr. Oxley. 15

2. What parts of Australia were explored respectively by Captain Sturt, by Leichhardt, and by Eyre? 20

3. Give a list, with dates, of the navigators who visited the west and south coasts of Australia. 15

4. Write a brief sketch of the history of Queensland under the heads—(*a*) Exploration, and (*b*) Gold Discoveries. 25

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. What means were adopted by Agricola to establish the Roman power in Britain? 15

2. Describe as clearly as you can the condition of the Roman Empire, at the time of the conquest of Britain under Claudius, A.D. 43. 10

3. (*a*) Name the provinces of Roman Britain. 15
(*b*) What parts of Britain were conquered by the Jutes and the Angles respectively?

4. What do you know of—Edward the Martyr, Earl Godwin, Tostig, Dunstan, The Venerable Bede? 20

5. When, where, and between whom, were the following battles fought—Sanford, Hengsdown Hill, Ethandune, Stamford Bridge, Clontarf, Hastings? 15

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. Write brief explanatory notes of the following events—First Crusade, Conquest of Ireland, Founding of the House of Commons, Battle of Crecy, Wat Tyler's Insurrection. [illegible]

2. Give an account of the wars against Scotland during the reigns of Edward I. and Edward II. [illegible]

3. What do you know of—John of Gaunt, Anselm, Simon de Montfort, Hubert de Burgh, John Wycliff, Geoffrey Chaucer? [illegible]

4. Make a genealogical table showing the connection between William I. and Richard II. [illegible]

5. Give a concise account of the Feudal System. [illegible]

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. State clearly the causes of the popular insurrections during the reign of Edward VI. 10

2. What do you know of the Star Chamber, the High Court of Commission, the Statute of Fines? 15

3. In Fifth Book, page 287, it is stated that the distinguishing features of the Tudor period were "The Revival of Literature," "The Extension of Commerce," and "The Rise of Protestantism." Explain and elaborate as fully as you can the meaning of these expressions. 25

4. Who were Owen Glendower, Sir John Oldcastle, Owen Tudor, Sir Thomas More, John Knox, Lord Darnley? 10

5. The following matters are referred to in Ross: state what you know of each—Introduction of Printing into England, the Fall of Constantinople, Institution of the Yeomen of the Guard, East India Company Incorporated. 16

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. (*a*) State the chief provisions of the Petition of Right, the Habeas Corpus Act, the Act of Supremacy. 9
(*b*) State clearly what constitutional principles were established by the Revolution of 1688. 7

2. Describe as concisely as you can the character of James I. 7

3. What were the causes that led to the Thirty Years' War? Mention the leading events of that war. 8

4. Give a comprehensive sketch of the Long Parliament. 10

5. What do you know of the insurrections of Argyle and Monmouth? 7

6. Give some account of the strife of political parties during the reign of Queen Anne. 8

7. Trace accurately and clearly the connection between the Tudor and the Stuart sovereigns of England. 7

8. Write brief explanatory notes of—The Treaty of Breda, the Trial of the Seven Bishops, the Treaty of Utrecht, the Trial of Dr. Sacheverell. 12

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Give some account of the causes, events, and results of— 10

(*a*) The war of the Austrian Succession.
(*b*) The Peninsular War.

2. "Warren Hastings having committed some tyrannical acts in his government was recalled, and subjected to an impeachment which extended over seven years, and ended in an acquittal." What were these "tyrannical acts"? What do you know of the impeachment of Hastings? 8

3. (*a*) Write brief explanatory notes on the following institutions—The Court of the King's Bench, the Court of Exchequer, the Court of Common Pleas, the Court of Chancery. 8
(*b*) Give the origin, privileges, and functions of the institution known as the British Cabinet. 6

Maximum Marks.

7 4. What does Alison say of the character of Charles James Fox?

6 5. State what you know in connection with the acquisition of British territory in Further India.

10 6. What do you know of—Sir Eyre Coote, Sir Henry Lawrence, Sir James Outram, Lord Raglan, Sir Hugh Rose, General (Chinese) Gordon, the Sirdar Kitchener, Lord Dufferin, Henry Grattan, Wolfe Tone?

8 7. When, where, and between whom, was each of the following battles fought—Quatre Bras, Assaye, Meanee, Goojerat, Sobraon, Saratoga, Busaco, Yorktown?

12 8. Show clearly how British and French interests have recently come into collision in the Niger territories. Illustrate by a rough outline map.

GEOMETRY.

22*nd December*—9·30 *to* 12·30.

Directions to Examiners.—1. Hall and Stevens' symbols may be used. 2. Any letters or figures may be used in the deductions; and any letters except A, B, and C in the book-work. 3. When an answer is shown on more than one page, the figure must be repeated on each page.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks.

7 1. Define—Straight line, parallel straight lines, acute-angled triangle, plane surface, polygon.

6 2. Distinguish between the three cases of Euc. I. 7. Explain why the third case needs no demonstration.

4 3. Give the number and enunciation of the first proposition of Book I. that is *proved indirectly*.

18 4. From a given point draw a straight line equal to a given straight line.

20 5. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal, then the angle which is contained by the two sides of the one shall be equal to the angle which is contained by the two sides of the other.

20 6. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of the one greater than the angle contained by the corresponding sides of the other; then the base of that which has the greater angle shall be greater than the base of the other.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

6 1. When is one proposition said to be the *converse* of another. Write out the converse of—"Any two angles of a triangle are together less than two right angles."

6 2. Show clearly by figure and explanation what is meant by (*a*) the parallelograms about the diagonal of any parallelogram, (*b*) the complements of the foregoing, (*c*) applying a parallelogram to a given straight line.

7 3. Enunciate the propositions employed in the construction and proof of Euc. I. 47.

18 4. If two triangles have two angles of the one equal to two angles of the other, each to each, and a side of one equal to a side of the other, these sides being *opposite* to equal angles in each, then shall the triangles be equal in all respects.

19 5. Describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given angle.

19 6. If the square described on one side of a triangle be equal to the sum of the squares described on the other two sides, then the angle contained by these two sides shall be a right angle.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

6 1. Explain—Congruent triangles, a line divided in medial section, alternate angles, quaesita.

6 2. Enunciate the several propositions from which it directly follows that—(i.) Every triangle must have at least two acute angles; (ii.) If one angle of a parallelogram is a right angle, all its angles are right angles; (iii.) The parallelograms about the diagonal of a square are themselves squares.

4 3. Give the geometrical propositions corresponding to the following algebraical statements—

(i.) $(a + b)^2 = (a + b)a + (a + b)b$.
(ii.) $(a + b)a = a^2 + ab$.

20 4. To a given straight line apply a parallelogram which shall be equal to a given triangle, and have one of its angles equal to a given angle.

20 5. If a straight line is divided into any two parts, the sum of the squares on the whole line and on one of the parts is equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

19 6. In an obtuse-angled triangle, if a perpendicular is drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle, by twice the rectangle contained by the side on which, when produced, the perpendicular falls, and the line intercepted without the triangle, between the perpendicular and the obtuse angle.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

Maximum Marks.

1. (*a*) Distinguish between *converse* and *contrary* propositions. (*b*) Show by an example that the converse of a true theorem is not necessarily true. (*c*) Give the converse of—"Triangles on the same base, and between the same parallels, are equal in area." 5

2. How many degrees are there in each of the interior angles of a regular five-sided figure? Show clearly how your answer is arrived at. 5

3. Enunciate the two propositions included in the following—"The sum of the squares on two straight lines is equal to twice the sum of the squares on half their sum and on half their difference." 4

4. If, at a point in a straight line, two other straight lines, on opposite sides of it, make the adjacent angles together equal to two right angles, then these two straight lines shall be in one and the same straight line. 7

5. If two triangles have two angles of the one equal to two angles of the other, each to each, and a side of one equal to a side of the other, these sides being *adjacent* to the equal angles in each, then shall the triangles be equal in all respects. 8

6. In a right-angled triangle the square described on the hypotenuse is equal to the sum of the squares described on the other two sides. 8

7. If a straight line is divided into any two parts, the sum of the squares on the whole line and on one of the parts is equal to twice the rectangle contained by the whole and that part, together with the square on the other part. 9

8. Divide a given straight line into two parts, so that the rectangle contained by the whole and one part may be equal to the square on the other part. 9

9. No two straight lines drawn from the extremities of the base of a triangle to the opposite sides can possibly bisect each other. 10

10. In a right-angled triangle, if a perpendicular is drawn from the right angle to the hypotenuse, the square on this perpendicular is equal to the rectangle contained by the segments of the hypotenuse. 10

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Explain what is meant by the *internal* and *external segments* of a line; and show that the sum of the external segments of a line, or the difference of the internal segments, is double the distance between the points of section and bisection of the line. 5

2. Describe a square that shall be equal to a given rectilineal figure. 7

3. If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, the angles which this line makes with the line touching the circle shall be equal to the angles which are in the alternate segments of the circle. 8

4. The opposite angles of any quadrilateral figure inscribed in a circle are together equal to two right angles. 8

5. Enunciate the *converse* of each of the two preceding theorems (Questions 3 and 4). Instance a converse proposition in Euc. Book I., and another in Book III., proved *directly*. 5

6. Describe a circle about a given acute-angled triangle. 8

7. Inscribe a regular quindecagon in a given circle. 6

8. Show that the straight line joining the middle point of the hypotenuse of a right-angled triangle to the right angle is equal to half the hypotenuse. 9

9. In a triangle ABC, of which the sides AB and AC are equal, a point D is taken in BC; prove that the rectangle under BD and DC is equal to the difference between the squares described on AC and on AD. 9

10. Divide a given straight line into two parts so that the square on one part shall be double the square on the other. 10

NEEDLEWORK.

22*nd December*—9·30 *to* 12·30.

For Admission as Pupil-Teacher of the Second Class.

Maximum Marks.

Theory.

1. What is meant by "stemming" a button? Why is it done? 4

2. (*a*) In making button-holes, how should the slit be cut when button-hole scissors are not available? 10
   (*b*) Give *brief* directions for working the first stitch, and for joining-in a new thread.
   (*c*) How do button-holes on thick material differ from ordinary button-holes? Why?

3. Give directions for— 10
   (*a*) Preparing a loop of tape for a towel;
   (*b*) Sewing it on.

Illustrate by diagrams.

4. Make diagrams of the following stitches, as represented on canvas—Hemming, sewing (top-sewing), setting-in. 6

Practice.

1. From the material supplied, cut out one-half, right or left, of a baby's first shirt. 12

[*N.B.—A sheet of cutting-out paper is supplied for use if desired.*]

2. Fix and tack the shoulder to be joined by two parallel rows of stitching, and stitch one row. 10

3. Fix and tack a narrow hem round one of the flaps and along the shoulder, and strengthen with button-hole stitch the bottom part of the opening between them. 10

Maximum Marks.

18 4. Insert a gusset at the proper part of the armhole, and tack a hem round the armhole.

20 5. Put on a patch, 2 inches square. Fix and tack it all, and properly finish half.

[*The extra material required for questions 4 and 5 is to be cut from the bottom corners of the garment.*]

For Admission as Pupil-Teacher of the Third Class.

THEORY.

9 1. Describe—Good stitching; good gathering and setting in; good knotting.

8 2. Give four rules to be observed in marking in cross-stitch. State the proper position of the marking on house linen, pocket-handkerchiefs, underclothing, and stockings respectively.

4 3. In gathering and setting-in to a band, what device is generally adopted to secure that the gathers shall be evenly distributed?

9 4. Give briefly the points for criticism in—
(*a*) Feather-stitching;
(*b*) Herring-boning.

PRACTICE.

13 1. (*a*) From the calico supplied, cut out (*quarter-size*) and make up by firm tacking, a circular waistband for a woman's petticoat. (Waist, 24 inches.)

[*N.B.—A sheet of cutting-out paper is supplied for use if desired.*]

10 (*b*) On the proper part of the band cut and work a button-hole, one end round, the other braced.

2. On the flannel supplied—

9 (*a*) Cut a slit, 2 inches long, as for the placket-hole of a petticoat, and properly finish it off. (Tack the sides and sew the bottom.)

16 (*b*) Put a triangular patch, 2½ inches on the side. Fix and tack it all and properly finish half. (Cut the required piece from a corner of the flannel.)

12 (*c*) Bind 3 inches, including a corner.

10 3. On the stocking-web, cut a hole about ½-inch square and darn it (common method).

For Admission as Pupil-Teacher of the Fourth Class.

THEORY.

9 1. Give the points for criticism in a gusset. Mention some garments requiring gussets, and state on what part or parts of these garments gussets are put. When a gusset is put into a run-and-fell seam, on what side of the garment, right or wrong, must the sewing (top-sewing) be?

8 2. Give *brief* directions for darning a cross cut. Illustrate by diagrams.

5 3. What button-holes are required in the front of a shirt? How are they cut, selvedge-way or weft-way? What kind of ends have they? Why?

8 4. Give directions for two methods of overcasting. Illustrate by diagrams.

PRACTICE.

1. From the cutting-out paper supplied, cut out (*half-size*)—

6 (*a*) The upper part of one side, right or left, of the front of a baby's nightgown.

6 (*b*) A sleeve for same.

18 2. From a corner of the print, cut a piece 2½ inches square, and put it on as a patch. Fix and tack it all and properly finish half.

16 3. Work four inches of a corded hem showing how you would finish off an end. Tack the false hem and sew the rest. [*The strip of material required is to be cut from the print and is to have a join in it.*]

4. On the hem—

6 (*a*) Sew a button and work a loop for it;

6 (*b*) Sew a hook and an eye;

6 (*c*) Pierce and work an eyelet-hole.

[*If the examinee is not provided with a stiletto the hole may be pierced with a knitting-needle.*]

6 5. Cut the stocking-web in two and join it by grafting.

For Admission as Teacher of the Third Class.

THEORY.

10 1. Write short notes on the mode of manufacturing calico, so as to account for the differences between the selvedge and the weft threads. Give three methods of distinguishing the selvedge threads from the weft. By what other names are the selvedge and weft threads respectively known?

10 2. Give directions for cutting, rolling, whipping, and setting-on a frill. What special advantage has hand-whipped frilling as a trimming?

10 3. Write notes of a lesson to a Sixth Class on scalloping a flannel petticoat. What preparation must be made for the lesson, and how?

PRACTICE.

1. From the cutting-out paper supplied, cut out (*half-size*)—

5 (*a*) The upper part of one side, right or left, of the front of a boy's shirt;

4 (*b*) Half the yoke;

4 (*c*) A sleeve.

State the amount and kind of material required to make up four such shirts.

18 2. With the material provided, work (selvedge-way) about three inches of each of the following seams—Mantua-maker's; French; flat.

Maximum Marks.

3. Fix and tack a hem along one end of the joined piece, and on it cut and work a button-hole. 10

4. (*a*) From a corner of the damask, cut a piece, 2 inches square, and put it on as a patch on a worn table-cloth. (The patch must *not* be treated as calico). Work half of it. 17

(*b*) Darn a few rows on the damask as for a thin place. 4

5. On the stocking-web mark in Swiss darning, as for a stocking, the letters P.L. 8

For Admission as Teacher of the Second Class.

THEORY.

1. What stitches are used in the following kinds of patching, and on what sides, right or wrong, are they respectively put?—Calico, muslin, flannel, print, cloth. 6

In top-sewing a patch, which must be held towards the worker, the patch or the garment? Why?

2. In cutting out sleeves of a material having decided right and wrong sides, how do you secure that one shall be for the right and one for the left arm respectively? To what side of the sleeve, upper or under, should the crosswise part be put? In sleeves having an opening, how deep should that opening be? Why? 5

3. Give directions for putting a strengthening tape in the side opening of a child's drawers. Illustrate by diagrams. 7

4. What preliminary instruction and practice should be given to pupils before they are taught to make a stitch? 4

5. Of the various faults made in hemming, stroking, a sew-and-fell seam, and a run-and-fell seam, respectively, mention the one which is generally considered the worst, and state why it is so considered; also state *briefly* how these faults may be avoided. 8

PRACTICE.

1. From the calico supplied, cut out (*half-size*)—

(*a*) One leg of a pair of knickerbocker drawers for a child; 9

(*b*) A leg-band for same. 3

State the age of the child for whom the drawers are suitable.

[*N.B.—A sheet of cutting-out paper is supplied for use if desired.*]

2. Fix and tack the leg for a run-and-fell seam, and work one inch of it at the bottom. 7

3. Gather and stroke the bottom of the leg, and set it into the band. Tack it all, and properly finish three inches. 15

4. Cut an opening down the side, and insert a gusset at the bottom. (Tack the sides, and sew the rest.) 14

5. On the leg-band, cut and work a button-hole, one end round, the other braced. 10

6. Whip a frill and set it on to the band. (*Tack* the hem of the frill.) 12

DRAWING.

22nd December—2 to 3·30 p.m.

For Admission as Pupil-Teacher of the First Class.

Copy the example the same size (Fig. 1).—No ruling, measuring, or tracing allowed.

For Admission as Pupil-Teacher of the Second Class.

Enlarge the copy to the size here given (Fig. 2).—No ruling, measuring, or tracing allowed.

For Admission as Pupil-Teacher of the Third Class.

1. (*a*) Construct a scale of 2 inches to 1 foot, showing feet and inches, and long enough to measure 3 feet.

(*b*) From it draw lines 2′ 7″ and 1′ 10″ long.

2. Draw a door 6′ 6″ high and 3′ 6″ wide. There are 4 panels. The upper panels are 3′ by 1′; and the lower, 1′ 6″ by 1′. The upper panels are 6″ from the top; and the lower 9″ from the bottom. The panels are 6″ from the sides.—Scale, 1″ to 1′.

3. Draw on the squared paper to the given dimensions; each square representing 1 inch. Point A is marked (Fig. 3).

For Admission as Pupil-Teacher of the Fourth Class.

1. Through C and D draw two parallel lines, with the given distance AB between them (Fig. 4).

2. The given line AB is the height of an equilateral triangle. Construct the triangle.

3. Construct a triangle on the given base AB, having angles of 60°, 45°, and 75°.

4. The given line CD is divided into four unequal parts. Divide a line of the given length AB in the same proportion.

5. Find the centre of this circle.

6. Describe a circle in the given triangle ABC. The construction lines must be entirely geometrical, and not the result of calculation.

For Admission as Teacher of the Third Class.

Draw as much as you can see of the object put before you, and as it appears from your point of view.

For Admission as Teacher of the Second Class.

Represent the model of the building in perspective, standing on the ground plane. The corner A is to be 2′ on the left of the spectator and 1′ from the picture line, and the line AB is to vanish towards the right, at an angle of 40° with the picture plane.—Distance of spectator, 12′; height of eye, 5′; scale 1″ to 1′ (Fig. 5).

FIG. I.

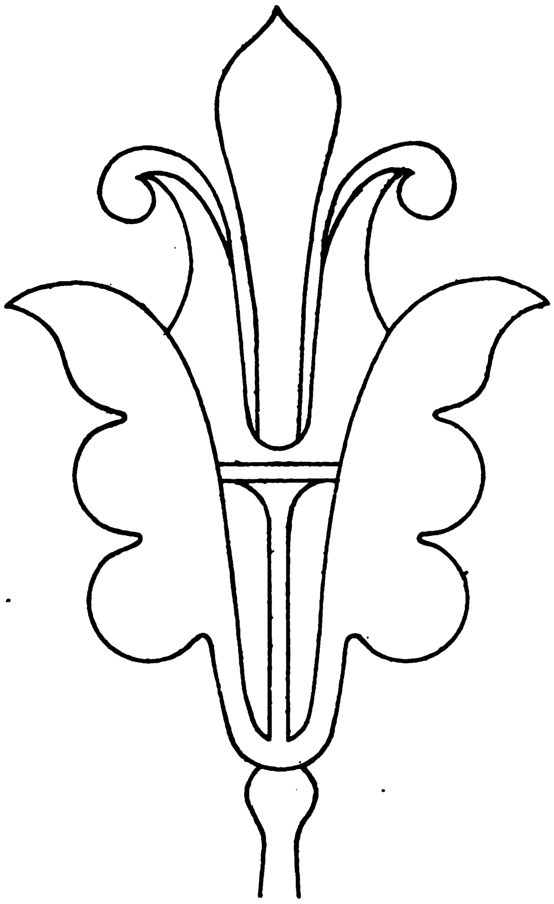
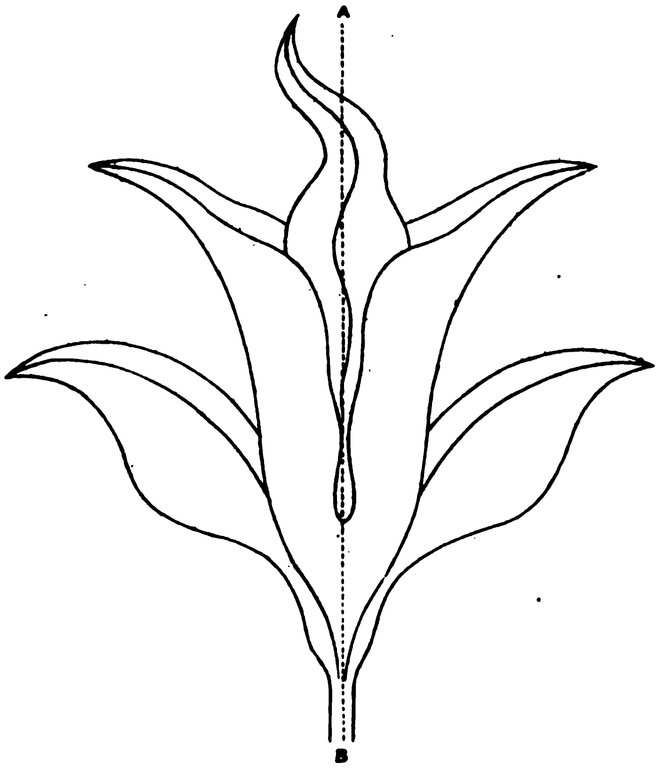


FIG. 2.



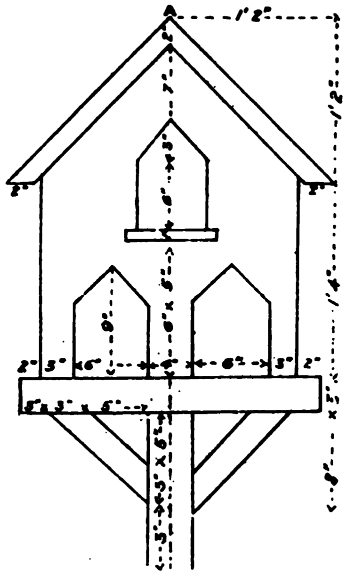


FIG. 3.

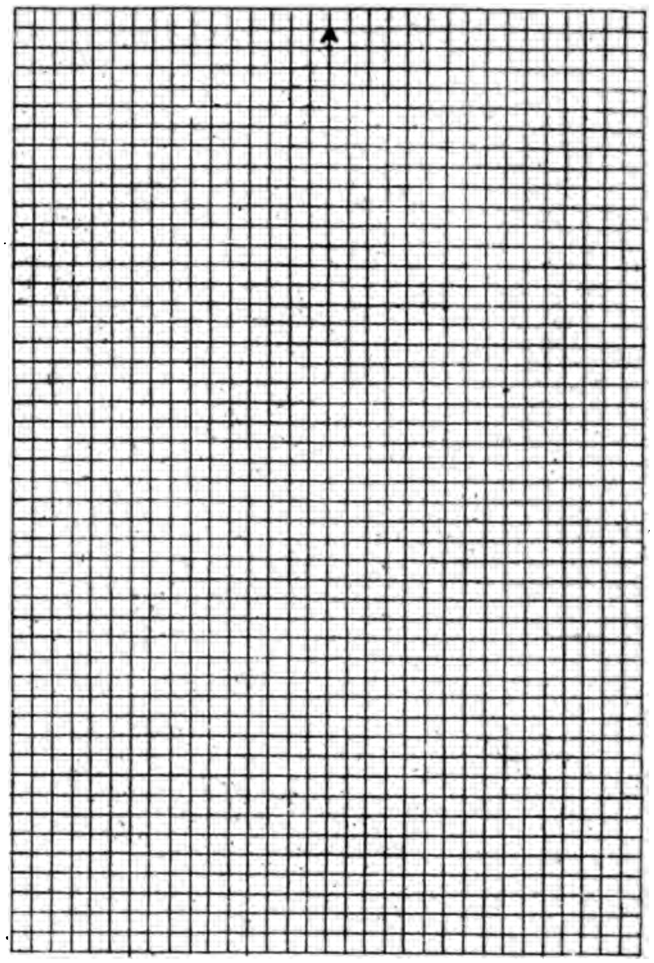
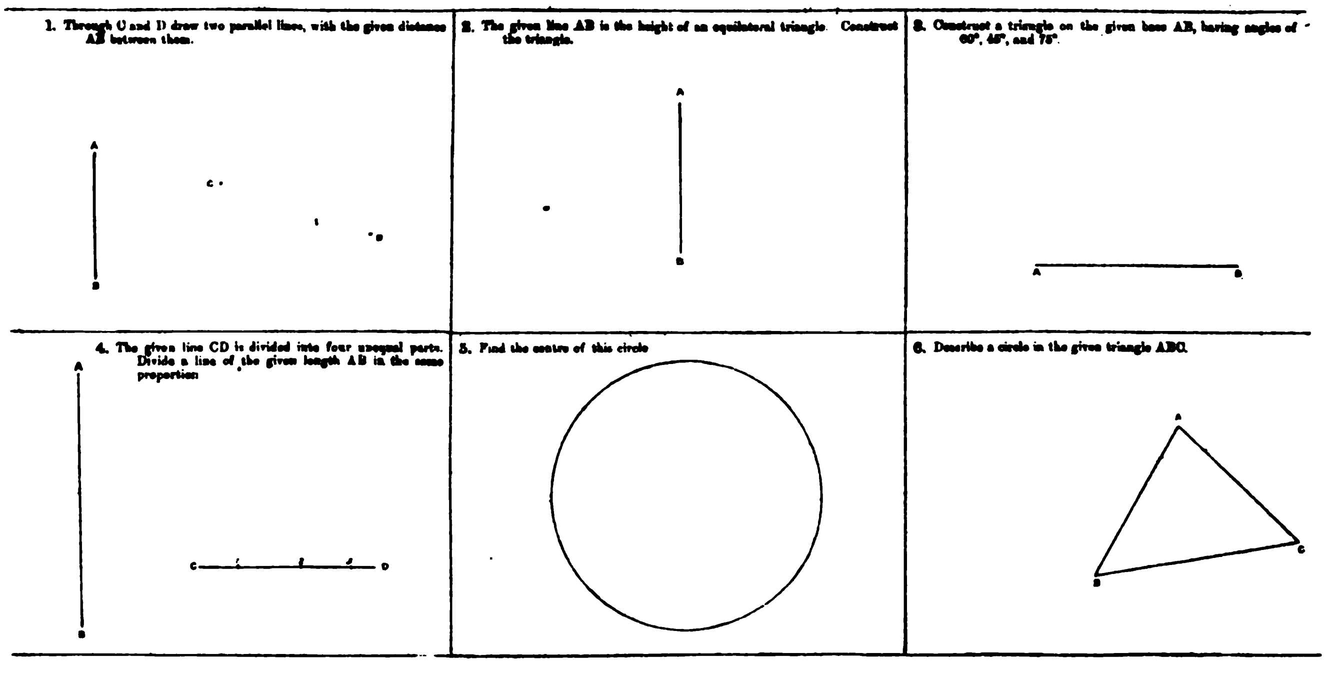


FIG. 4.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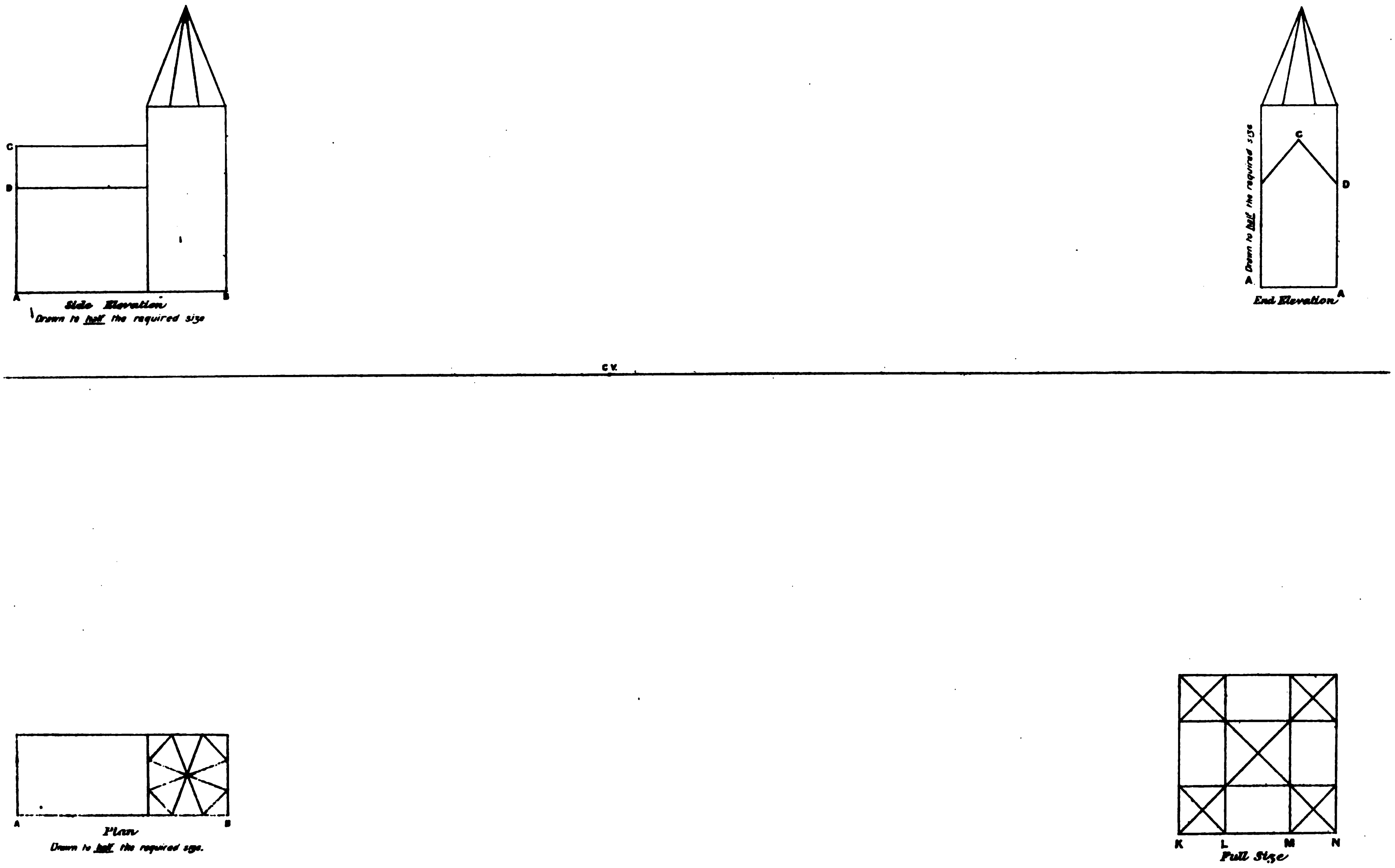
3. Construct a triangle on the given base AB, having angles of 60°, 45°, and 75°.

4. The given line CD is divided into four unequal parts. Divide a line of the given length AB in the same proportion.

5. Find the centre of this circle

6. Describe a circle in the given triangle ABC.

FIG. 5.

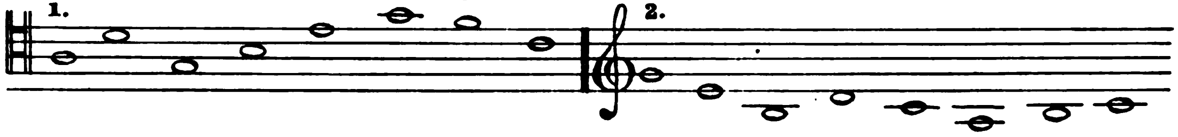

Side Elevation
Drawn to half the required size
End Elevation
Drawn to half the required size
Plan
Drawn to half the required size.
Full Size

MUSIC

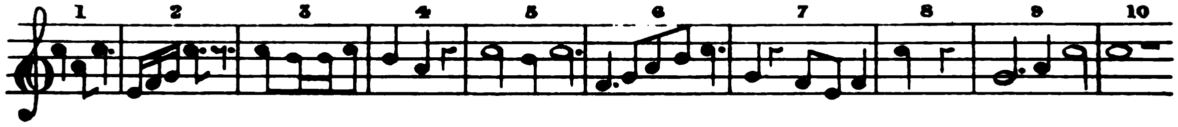
EXAMINATION OF TEACHERS

DECEMBER, 1898.

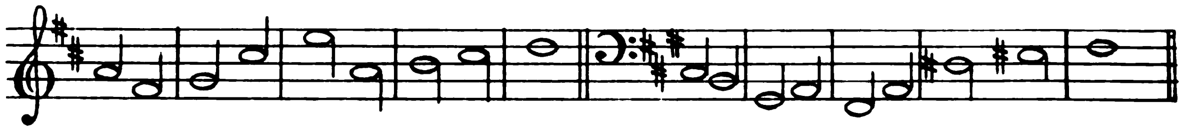
For Admission as Pupil-Teacher of the Second Class.



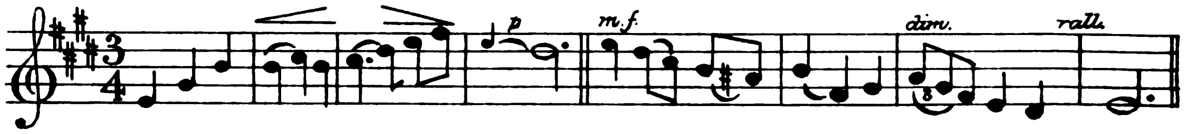
For Admission as Pupil-Teacher of the Third Class.



For Admission as Pupil-Teacher of the Fourth Class.



For Admission as Teacher of the Third Class.



MUSIC.

22nd December—3·30 *to* 5.

For Admission as Pupil-Teacher of the Second Class.

Maximum Marks.

10 1. Give the derivation and meaning of the following musical terms—Treble, alto, tenor, bass, breve, minim, crotchet, gamut, leger, clef.

10 2. Make out a table showing the relative duration of notes, from the breve to the demisemiquaver.

12 3. Show, by diagrams, the range of the four principal voices—
(*a*) Each in its proper clef.
(*b*) Comparatively.

6 4. Name and define the two chief or fundamental elements of music.

12 5. Write in the three other clefs, in the same pitch of voice, the exercises lithographed for you.

For Admission as Pupil-Teacher of the Third Class.

6 1. Distinguish between simple and compound rhythm.

12 2. How is emphasis indicated? Write six measures of C rhythm, with four emphasised passages.

8 3. Describe Maelzel's Metronome, and Weber's Chronometer, and state their use.

9 4. Explain the meaning and uses of "Indefinite signs of duration." Give the names of five such signs.

15 5. Place time signatures to the bars of music lithographed for you.

For Admission as Pupil-Teacher of the Fourth Class.

6 1. (*a*) Point out any differences that exist between the sharps and flats at the head of a piece of music, and those which occur in the course of the music.
(*b*) What are their distinctive names?

8 2. Place on a bass staff the signatures of F sharp major and F sharp minor; and on a treble staff the signatures of B flat major and B flat minor.

10 3. "The cultivated ear recognises difference of character in the different keys."
What are the characteristics of the following keys—G, D, A, F, and E flat?

10 4. "Any major scale may be converted into a minor," &c.
(*a*) Complete the above statement.
(*b*) Illustrate by converting the scales of A major and E major into A minor and E minor respectively.

16 5. (*a*) Determine the keys of the two exercises lithographed for you.
(*b*) Transpose the first a semitone higher, and the second a semitone lower.

For Admission as Teacher of the Third Class.

14 1. (*a*) Explain clearly the difference between $\frac{3}{4}$ rhythm and $\frac{3}{8}$ rhythm.
(*b*) Give three varying measures of each kind.

10 2. (*a*) Write the ascending minor scale of G in each of the following three ways—
(i.) Containing the same sounds found in its relative major.
(ii.) Showing the true form.
(iii.) Showing the assumed form.
(*b*) Connect the notes forming the semitones.

10 3. (*a*) Distinguish between diatonic and chromatic intervals.
(*b*) Form in chromatic intervals a diminished third, an augmented fifth, and a diminished octave on G; and, in diatonic intervals, an augmented third, a pluperfect fourth, and a minor sixth on E flat.

16 4. (*a*) Transpose the music lithographed for you so that the highest note shall be G.
(*b*) Explain the signs and accidentals which occur after the first bar.

For Admission as Teacher of the Second Class.

6 1. Mention the chief rules to be observed in writing or playing thorough-bass.

10 2. (*a*) Define oblique, similar, and contrary motion; and give an example of each kind.
(*b*) State why and how consecutive perfect fifths and octaves are to be avoided.

16 3. (*a*) Form triads on every note in the key of C minor, and distinguish each triad as major, minor, &c.
(*b*) Show clearly why common chords cannot be formed on the second, third, and seventh notes of a minor diatonic scale.
(*c*) "Minor triads, like the major, are used in various positions, and in inversion."
Write in two positions the triad on the tonic, and each of its inversions in the key of C minor.

18 4. (*a*) Explain the formation of the chord of the dominant ninth, and show the progression of each note forming the chord.
(*b*) Why should the octave to the root be excluded, and why are the seventh and ninth indispensable?
(*c*) Write the chord of the dominant ninth in fundamental position, and in its inversions, with their resolutions in the key of B flat. Give the abbreviated figuring.

SCHOOL MANAGEMENT.

23rd December—9·30 *to* 12·30.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

1. (*a*) Write as a copy for a Fourth Class—"*O Hamlet, thou has cleft my heart in twain.*" (*b*) Form the words "*Municipality*" and "*Citizen*" in imitation of plain print, the former in small letters, the latter in capitals. 50

2. Give the tests by which a teacher may gauge his own power as a disciplinarian. 11

3. "No Collective Lesson can be looked on as successful unless a satisfactory answer can be given to such questions as these": Supply the questions indicated in the foregoing quotation. 11

4. Why is Reading commonly allowed to be the most important of the three R's? Name and briefly distinguish the chief recognised methods [illegible] teaching Reading. Give the two objects to be aimed at by the teacher in this subject. 15

5. Explain fully the process of finding the difference between 531 and 274 by the "Method of Equal Additions." 20

6. Give Gladman's nine concluding "General Hints" on *Writing*. 18

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Penmanship test— 50
(*a*) Form the words "*Physical*" and "*Globe*" in imitation of ornamental print, the initials only to be capitals.
(*b*) Write as a copy for a Fifth Class—"*Method will teach you to win time.*"

2. State the reasons given by Gladman for teaching Geography; and show how he recommends the subject to be taught, so that it may be interesting to the pupils. 7

3. Give the substance of the Extract from the Minutes of Council for 1853, quoted by Gladman, in reference to the mode that should be adopted in teaching Geography. 7

4. "Biography is a useful means of imparting historical knowledge in a pleasant way." Illustrate. 5

5. What is Gladman's advice regarding rules of Syntax in the teaching of Grammar? 5

6. "Parsing has been called the 'A, B, C of grammar.'" Comment briefly on this statement. 5

7. In accordance with what principles should actual and tangible rewards be given to school pupils, if they are given at all? What other class of rewards is available in school? Particularise four of the latter. 6

8. Mention the instructions relating to the proper keeping of the Portfolio for School Documents. 8

9. Specify—(*a*) The geography, (*b*) the arithmetic, and (*c*) the drawing prescribed for the third half-year in Sixth Class. 9

10. What reasons shall be deemed a valid excuse for non-attendance under Part III. of our Education Act? 6

11. What treatment, in Gladman's opinion, should a teacher resort to in cases of (*a*) Hasty temper, (*b*) laziness, (*c*) unpunctuality, on the part of his pupils? 7

12. State (*a*) the advantages, and (*b*) the defects, of the simultaneous method of reading. 10

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Penmanship test— 50
(*a*) Form in plain print the word "*Federation*," the initial only to be a capital; and in ornamental capitals the word "*System*."
(*b*) Write as a copy for a Sixth Class—"*A good laugh is sunshine in a house.*"

2. Name the leading qualifications which go to make a good disciplinarian, and which enable a teacher to gain influence and govern easily. 6

3. Mention some serious evils connected with emulation in school work, and show how this motive may be controlled and utilised. 8

4. Give the peculiarities of the Glasgow system of organisation. 5

5. Specify the leading points in connection with the duties of a head teacher. 8

6. Give a table exhibiting Bain's classification of mental phenomena. 4

7. Mention the marks of good school-order. 8

8. "Good method accords with nature." "Education perfects nature." Expand these ideas. 10

9. Spencer enumerates certain advantages connected with making education a process of self-culture: Briefly state them. 6

10. State the late Lord Chief Justice Cockburn's opinion on the law of England relating to the corporal punishment of a pupil by a teacher. 8

11. State the leading principles that should guide a teacher in drawing up a time-table for his school. 7

12. State the natural law under which faculty develops, and show its bearing on education. 5

ALGEBRA.

23rd December—2 to 5 p.m.

*** All the details of the work must be given.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks.

9 1. How does Algebra differ from Arithmetic? What relation does Algebra bear to Arithmetic?

9 2. Give the rules for the addition of like terms.

11 3. From the sum of—

$$7a - 3b - 5c,\ 6b - 3c,\ \text{and}\ 8a - 4b + 9c,$$

take the sum of—

$$11a - 2b + 9c,\ 4a - 12b - 13c,\ \text{and}\ 5b - 6c.$$

12 4. If $a = 4$, $b = 5$, $c = 3$, find the numerical value of $2a - (3b - 9c) - (11b - 10c)$.

10 5. Find the continued product of—

$$x^2 - x - 1,\ x^2 - x - 1,\ \text{and}\ x^4 - x^2 + 1.$$

15 6. Divide—

$$12 + 38x + 82x^2 - 112x^3 - 106x^4 - 70x^5\ \text{by}\ 7x^2 - 5x + 3.$$

9 7. State concisely the facts concerning the divisibility of $x^n \pm y^n$ by $x \pm y$.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

10 1. Define Highest Common Factor and Lowest Common Multiple. State the rules for the removal of brackets.

15 2. Multiply—

$$\frac{4a^2b^2 - 16}{a^2b^2 + 3ab - 10}\ \text{by}\ \frac{a^2b^2 + 7ab + 10}{4a^2b^2 + 16ab + 16}.$$

12 3. Find the highest common factor of—

$$6x^3 + x^2 - 5x - 2,\ 8x^3 + 10x^2 + x - 1,\ 2x^3 + x^2 - 2x - 1.$$

18 4. Find the lowest common multiple of—

$$x^6 + 2x^3 - 2x^2 + 2x - 1,\ \text{and}\ x^6 + 2x^5 - 2x^4 + 4x^2 - 4x + 1.$$

12 5. Find the value, when $a = 2$, $b = 5$, $x = 4$, of—

$$\frac{2a^2 - b}{b - x} - \frac{a^2 - 2b}{x + b} + \frac{3a^2(b - x)}{25 - x^2}.$$

8 6. Solve the equation—

$$\frac{x - 2}{3} + x = 4\left(x - 2\tfrac{1}{4}\right).$$

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

12 1. Simplify—

$$\frac{(x + y + z)^2 + (x - y)^2 + (x - z)^2 + (y - z)^2}{x^2 + y^2 + z^2}.$$

12 2. Resolve into factors—

(a) $(x^2 - 2y^2)^2 - (2x^2 - y^2)^2$.
(b) $x^2y - 15xy^2 + 36y^3$.
(c) $(x - 2y)^3 + y^3$.

9 3. $\frac{x}{2} + \frac{x + 1}{7} = x - 2$. Find x.

18 4. Three taps, running separately, will fill a vessel in 20, 30, and 40 minutes respectively. In what time will they fill it when all run at the same time?

12 5. Extract the square root of—

$$x^6 - 4x^5 + 10x^4 - 12x^3 + 9x^2.$$

12 6. Find the cube root of—

$$1 - 3a + 6a^2 - 7a^3 + 6a^4 - 3a^5 + a^6.$$

For Admission as Teacher of the Third Class.

(Three hours allowed.)

Maximum Marks.

1. Add together— 5

$$\frac{1 + \frac{2y}{x} + \frac{y^2}{x^2}}{1 - \frac{y^2}{x^2}}\ \text{and}\ \frac{1 - \frac{y^2}{x^2}}{1 - \frac{2y}{x} + \frac{y^2}{x^2}}.$$

2. Divide— 6

$$\frac{a^3}{8} + \frac{b^3}{27} - \frac{c^3}{125} + \frac{abc}{10}\ \text{by}\ \frac{a}{2} + \frac{b}{3} - \frac{c}{5}.$$

3. Find the highest common factor of— 9

$$12x^3 - 56x^2y - 77xy^2 - 30y^3,$$
$$50x^3 - 115x^2y - 68xy^2 - 12y^3,\ \text{and}$$
$$18x^3 - 51x^2y - 44xy^2 - 12y^3.$$

4. Find— 5

$$\sqrt{(x^6 - 10x^3 + 5x^2 + 6x - 4x^5 + 10x^4 + 1)}.$$

5. Find the cube root of— 6

$$8a^6 - 36a^5b + 102a^4b^2 - 171a^3b^3 + 204a^2b^4 - 144ab^5 + 64b^6.$$

6. Find a value of x which will make 8

$$x^4 + 6x^3 - 5x^2 + 12x - 8$$

a perfect square.

7. Find the value in one fraction of— 5

$$\frac{1}{a + b} - \frac{b}{(a - b)(a - 2b)} + \frac{b^2}{(a - b)(a + 2b)(a + 3b)}.$$

8. Raise $\frac{1}{2}x - \frac{1}{3}x^2 - \frac{1}{4}x^3$ to its third power. 6

9. Solve the equations— 8

(a) $\sqrt{x + 1} + \sqrt{x - 1} = \frac{2}{\sqrt{x + 1}}$.

(b) $\frac{8x + 5}{14} + \frac{7x - 3}{6x + 2} = \frac{16x + 15}{28} + \frac{2\frac{1}{4}}{7}$.

10. A certain number of two digits contains the sum of its digits four times, and their product twice. What is the number? 8

11. The denominator of a vulgar fraction exceeds its numerator by 13; if 2 be added to both numerator and denominator the fraction reduces to four-fifths. Find the fraction. 9

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Four gamesters, A, B, C, and D, each with a different stock of money, sit down to play; A wins half of B's first stock, B wins a third part of C's, C wins a fourth part of D's, and D wins a fifth part of A's, and then each gamester has £23. Find the stock of each at first. 10

2. Find the square root of— 8

$$8 + 2\sqrt{2} + 2\sqrt{5} + 2\sqrt{10}.$$

3. Solve the equation— 8

$$\sqrt{(x^2 + 9)} + \sqrt{(x^2 - 9)} = \sqrt{(34)} + 4.$$

4. Divide a given line into two parts, such that twice the square on one part may be equal to the rectangle contained by the whole line and the other part. 5

5. Express $\frac{123}{128}$ by a series of radix fractions in the scale of 8. 4

6. If 3, x, and 1083 are in continued proportion, find x. 8

7. Find how many terms of 16 + 24 + 32 + 40 + * * * * amount to 1840. 6

8. Prove that a recurring decimal is an infinite geometrical progression. 6

9. The arithmetical mean of two numbers is 3, and the harmonical mean $\frac{4}{3}$. Find the numbers. 7

10. Explain Permutations and Combinations; and show how to find the number of permutations of n things taken r at a time. 7

11. "A multinomial expression may be raised to any power by repeated use of the Binomial Theorem." Prove the quotation by applying this use of the Binomial Theorem to— 6

$$\{a + b + c + d\}^3.$$

FOR EXAMINATION AS TEACHER OF THE FIRST CLASS, 1898.

FRENCH.

20th December—9·30 *to* 12·30.

1. (*a*) Write down *bal, régal, hôpital, vantail, sérail*, in the plural.
   (*b*) Give the feminine of *abbé, défendeur, veuf, inventeur, canard*.
   (*c*) How does the meaning of the following nouns change with their gender—*élève, manœuvre, barbe, paillasse, mémoire?*
2. (*a*) When is *de* with a partitive force accompanied by the article, and when is it used alone?
   (*b*) What are the rules for placing the adjective after the noun?
   (*c*) When does *que* require the subjunctive?
3. (*a*) Explain the different uses of *même* and *tout*.
   (*b*) Translate *both* as a conjunction and as a pronoun.
   (*c*) What is the construction with *au travers* and *à travers*, with *autour* and *alentour?*
   (*d*) What is the difference in meaning between *avant* and *devant*, between *prêt à* and *près de?*
4. (*a*) What is the distinction between collective general and collective partitive nouns; and how do they differ in construction?
   (*b*) Distinguish the use of the *preterite definite*, and the *preterite indefinite*.
   (*c*) "*La lettre que je lui ai donnée à copier.*"
   "*La lettre qui je lui ai dit de copier.*"
   Explain the construction of the past participle in these two expressions.

5. Write down the following verbs in the third person singular, present, preterite definite, preterite indefinite, and future absolute, indicative—*apercevoir, s'en aller, choisir, agréer, jeter, acquérir, mouvoir, absoudre, boire, lire, mourir*.

6. Translate the following sentences into French—

One ought not to give a thing to a child because he asks it, but because he has need of it. A wall seven feet high. I will take some to you there. A friend of mine. Uprightness and piety are very much esteemed even by the wicked. What a noise you make! Those two men are brothers-in-law. He who thinks of nobody but himself excuses others from thinking of him. I have some good snuff. I do not see the man I know. They will owe their misfortunes to their faults. We do not intend to travel this year. He tells all he knows. Augustus began to reign forty-two years before Christ. William the Third married the Princess Mary, daughter of James the Second, and grand-daughter of Charles the First.

INORGANIC CHEMISTRY.

(Paper I.)

20th December—9·30 *to* 12·30.

N.B.—In all cases where possible give equations and add sketches of the apparatus you would use.

1. What volume of Hydrogen, measured at 20°C. and 750 mm. bar pressure, should be obtained from 5 grammes of zinc dissolved in Sulphuric Acid?

H=1. Zn=65. S=32. O=16. One litre of H weighs ·09 gramme.

2. How are the atomic weights of the elements ascertained?

3. How would you demonstrate the composition of water and of steam by volume?

4. Prepare a comparative table of the principal compounds of Phosphorus and Arsenic.

5. State the laws of chemical combination, and give examples illustrating them.

6. What is meant by the Periodic Law?

7. How does Aluminium occur in nature; how is it extracted; what are the chief uses of the metal and of its principal salts?

8. Describe the chemical changes and reactions which take place during the extraction of iron from its ores and its conversion into steel.

9. How would you analyse a mixture containing the following:—Ferrous Sulphate, Potassium Dichromate, Lead Nitrate, Zinc Chloride, and Nickel Carbonate?

EUCLID.

20th December—9·30 *to* 12·30.

1. The complements of the parallelogram which are about the diagonal of any parallelogram are equal to each other.

2. Prove that the other diagonal cuts off equal areas from these complements.

3. If squares be described, externally, on the three sides of an acute-angled triangle, and if these squares be divided into six rectangles by three straight lines drawn through the angular points of the triangle perpendicular to the opposite sides, prove that the six rectangles are equal in pairs.

4. Deduce from the preceding result a theorem of the Second Book.

5. The sum of the squares on the medians of a triangle is to the sum of the squares on the sides as 3 is to 4.

6. Angles in the same segment of a circle are equal to each other.

A, B, C, D are four points on a circle, which are joined by six straight lines intersecting in three additional points E, F, G. Prove that the lines bisecting the angles at E, F, G are parallel.

7. A variable chord of a given circle is drawn through a fixed point within it. Prove that the locus of the middle point of the chord is another circle.

8. Inscribe a square in a given circle.

9. If a chord of the circle bisects one side of the inscribed square and terminates at one of the opposite angles, prove that the chord is divided in the ratio 5 : 1.

10. Give Euclid's definition of Equal Ratios.

11. If the vertical angle of a triangle be bisected by a straight line which also cuts the base, the segments of the base shall be to one another as the other two sides of the triangle.

12. Any rectilineal figure, described on the hypothenuse of a right-angled triangle, is equal to the sum of the similar figures, similarly described on the other two sides.

ENGLISH LANGUAGE AND LITERATURE.

(Paper I.)

20th December, 1898—9·30 *to* 12·30.

1. What are the main causes that produce changes in Language?

2. State Grimm's Law, and point out the inferences which may drawn from it.

3. Discuss (*a*) the origin of the inflections and (*b*) the origin of the roots in the primitive Indo-European language.

4. Explain *Reduplication, Vowel gradation*, and *Mutation*, and show what part they played in old English accidence.

5. Discuss fully the foreign element found in English before the Norman Conquest.

6. In what ways and in what departments did the Norman Conquest influence the English Language?

7. What were the chief changes English underwent in the 15th Century.

8. Classify and describe the additions to the English Vocabulary in the 16th Century.

9. What changes in grammar and pronunciation have taken place since 1625?

GERMAN.

(Paper I.)

20th December—9·30 *to* 12·30.

1. (*a*) Give the genitive singular and nominative plural of *Gevatter, Fels, Knochen, Schuh, Wurm, Mohr, Kunst, Individuum, Blatt, Kleinod*.
   (*b*) What is the gender of nouns in *er, heit, ung, schaft, thum*, and *niss?*
   (*c*) What are the different meanings of the following nouns, accordingly as they vary in gender:—*Erbe, Geissel, Kunde, Steuer, Reis, Schild?*
2. (*a*) When are nouns of weight and measure declined in German and when are they left undeclined?
   (*b*) "Properly speaking no adjective can govern the accusative."
   What exceptions, real or apparent, are there to this rule?
   (*c*) What are the chief instances when the dative with *von* is preferred to the genitive?
   (*d*) When is *was* used as a relative?
3. (*a*) Explain the difference between *kennen* and *wissen*.
   (*b*) Explain the use of *hin* and *her* in compounds.
   (*c*) Distinguish between the functions of *aber* and *sondern*, of *wenn* and *ob*.
   (*d*) How do *unter* and *über* differ in sense accordingly as they are used as separable or inseparable particles?
4. (*a*) Write down the principal parts of *empfehlen, fliessen, genesen, hauen, lügen, schnauben*.
   (*b*) Form factitives from the verbs *einschlafen, fliessen, trinken*.
   (*c*) What simple verbs do not take *ge* in the past participle?
5. (*a*) Give the various meanings of *mögen, dürfen*, and *lassen*.
   (*b*) Translate the following phrases—

In den Tag hinein leben. Das geht auf Sie. Es ist an mir zu spielen. Er kam um seinen Gehalt. Vor sich hin sprechen. Jemand zum Besten haben.

6. Translate—

He is of opinion that he only desires our welfare, and has ever desired it. He must hurry lest he come too late. He succeeded in getting into the house by breaking open the door. There has seldom been a vainer monarch than Louis XIV. of France, and who would have wondered at it? for he was surrounded by courtiers who flattered him in the most senseless manner. The prince seized his gun, aimed at his friend's head, and swore that he would shoot him dead, if he did not come out. A thing may be ever so foolish; be it only new, it takes the populace in. I wish that each of my peasants had a fowl in the pot of a Sunday. Do you dare to trouble the water which I am drinking?

ENGLISH LANGUAGE AND LITERATURE.

(PAPER II.)

20th December, 1898.—*2 to* 5.

1. (*a*) "In the *Comedy of Errors* Shakespeare has wreathed a farce with the foliage of romance.' Explain this;
Or,
(*b*) Discuss the alterations which Shakespeare in the *Comedy of Errors* has made in his Latin original.

2. Explain the significance of the casket episode in the *Merchant of Venice*, discussing in particular Shakespeare's deviations from the original story in regard to the mottoes.

3. Is Shylock unjustly treated?

4. Are there any touches in Milton's description of the War in Heaven that seem incongruous and out of place?

5. "The portrait of Satan in the story of the Revolt is more favourable than when we see him in defeat, or in his machinations against Man, or in his triumph at the Fall.'
Comment on this statement.

6. "Show me an absurdity in religion, and I will undertake to show you a hundred for one in political laws and institutions."
In what way does this sentence indicate the purpose of Burke's *Vindication*?

7. Tennyson says of the *Princess*, "The public did not see that the child was the heroine of the piece."
In what sense is the child the heroine of the *Princess*?

8. Explain the following quotations—
(*a*) Where (stands) France?
In her forehead, armed and reverted, making war against her heir.
(*b*) Thou hast got more hair on thy chin than Dobbin, our fill-horse, has on his tail.
(*c*) The floor of Heaven
Is thick inlaid with patines of pure gold.
(*d*) We suspense
Collected stood within our thoughts amused.
(*e*) On such a day
As Heav'ns great year brings with.
(*f*) These sorts of policed societies are a violation offered to nature.
(*g*) (She) Appraised the Lycian custom, spoke of those
That lay at wine with Lar and Lucumo.
(*h*) Those three stars of the airy Giant's zone.

THE CONSTITUTIONAL HISTORY OF ENGLAND.

20th December, 1898—*2 to* 5.

Not more than EIGHT *questions to be answered.*

1. "The chief element in our nation is Germanic." Explain this statement, and discuss the evidence for it.

2. What do you understand by "the principles of the English Constitution"? How have they been established? Illustrate your answer by reference to important constitutional documents.

3. Sketch the growth of "Feudalism" in England to the death of William I.

4. "That Shipwreck of the Commonwealth." Discuss this description of the reign of Stephen, showing the causes of the calamities of the reign, and the means by which they were brought to an end.

5. Show the importance in constitutional history of Simon de Montfort and Edward I.

6. Sketch shortly the growth of the power of the House of Commons from the reign of Edward I. to that of Henry IV.

7. How do you account for the growth of the Tudor "despotism"?

8. Show the constitutional interest of the career of the Earl of Strafford.

9. To what extent did the Restoration of 1660 undo the work of the Long Parliament and the Protectorate?

10. What were the chief *results* of the fall of James II.?

11. Explain the importance of the Reform Act of 1832.

12. Explain the working of the Cabinet System of Government, showing the relation of the Cabinet (*a*) to the Sovereign, and (*b*) to the House of Commons.

GERMAN.

(PAPER III.)

20th December—*2 to* 5.

Translate into German—

1. When you contemplate the dangers to which you are exposed, the sorrows and dishonour which accompany talents misapplied, the frightful consequences of a course of indolence and folly, may you exert your utmost endeavours to avoid them.

2. The arrangements for defence were not made without the degree of tumult incidental to such occasions. Women shrieked—cattle bellowed—dogs howled—men ran to and fro, cursing and swearing without intermission—the lumbering of the guns backwards and forwards shook the battlements—the court resounded with the hasty gallop of messengers who went and returned upon errands of importance, and the din of warlike preparation was mingled with the sound of female laments.

3. It is no uncommon thing in the world to meet with men of probity; there are likewise a great many men of honour to be found. Men of courage, men of sense, and men of letters are frequent; but a true gentleman is what one seldom sees. He is properly a compound of the various qualities that embellish mankind. As the great poet animates all the different parts of learning by the force of his genius, and irradiates all the compass of his knowledge by the lustre and brightness of his imagination; so all the great and solid perfections of life appear in the finished gentleman, with a beautiful gloss and varnish; everything he says and does is accompanied with a manner, or rather a charm, that draws the admiration and goodwill of every beholder.

4. A change was coming on the world, the meaning and direction of which even still is hidden from us, a change from era to era. The paths trodden by the footsteps of ages were broken up; old things were passing away, and the faith and the life of ten centuries were dissolving like a dream. Chivalry was dying; the abbey and the castle were soon together to crumble into ruins; and all the forms, beliefs, desires, convictions of the old world were passing away never to return. A new continent had risen beyond the western sea. The floor of heaven, inlaid with stars, had sunk back into an infinite abyss of immeasurable space; and the firm earth itself, unfixed from its foundations, was seen to be but a small atom in the vastness of the Universe. In the fabric of habit, which they had so laboriously built up for themselves, mankind were to remain no longer.

GEOLOGY.

(PAPER I.)

20th December—*2 to* 5.

1. Define concisely the following:—Porphyrite Structure; Septarian Nodule; Spherulite; Mineral Vein; Diatom Earth; Stalactite; Storm-beach; Hæmatite; Breccia; Zeolite; Joints Talus.

2. In the case of sheets of igneous (eruptive) rock, with sedimentary rocks above and below them, how would you determine the question as to whether the sheets represented contemporaneous lava flows or subsequent intrusions of the nature of flat dykes or sills?
Illustrate your answer with sketches.

3. Explain the various methods by which natural lakes may be formed, and describe the character of lacustrine deposits.

4. Explain briefly the modes and origin of dolomite, mica-schist, quartzite, marble, gneiss, and serpentine.

5. Explain the exact mode of origin of sandstones, claystones, and limestones, and describe the various sources from which the minerals composing them may have been derived.

6. What are the chief evidences respectively of elevation and of subsidence of the earth's crust?
Quote any examples from Queensland or any other portion of Australasia, and illustrate your answer with sketches.

7. Explain and illustrate, by means of diagrams, the rise of artesian water.

8. Describe briefly, and illustrate with plans and sections the geology of any district known to you in Queensland, so as to exhibit several formations in contact with one another.

ENGLISH LANGUAGE AND LITERATURE.

(PAPER III.)

21st December—9·30 *to* 12·30.

1. Compare and characterise the three chief novelists of the period.

2. Sketch the careers and compare the achievements of Gray and Collins.

3. "In the second quarter of the eighteenth century, a tendency may be discerned to turn from town-life and artifice to a fresher portion of nature."
Describe this movement and name its chief representatives.

4. Explain the scope, and discuss the style of Butler's *Analogy*.

5. Give some account of the chief historical writers and writings of the time.

6. Sketch briefly the life of Dr. Johnson.

7. Tell what you know of the following works:—*Tom Thumb the Great, The Spleen, Treatise of Human Nature, David Simple, Peter Wilkins, Revenge.*

8. What seem to you the distinctive features of English Literature generally in the period under review?

GEOLOGY.

(Paper II.)

21*st December*—9·30 *to* 12·30.

1. What is the nature of the following, and of what Geological horizons are they specially characteristic;—*Micraster, Isastrœa, Strophalosia Goldfussi, Fusulina, Spirifera disjuncta, Oldhamia radiata, Mastodon, Homalonotus, Sphenopteris, Deinosaurus, Panopea Norvegica, Quercus ilicoides?*

2. In what general features did the Fauna and Flora of the early part of the Mesozoic Era differ from that of the latest portion of the Palæozoic Era?

3. At what periods did the following make their first appearances, and what is their range in geological time:—Fish, Trilobites, Belemnites, Ammonites, Insects, Marsupials, Corals, Cycads?

4. What are "The Archæan Periods," and what is the nature of the Archæan rocks?

5. Describe the character and geological age of any rock masses largely formed by remains respectively of the following:—*Foraminifera, Lepidodendron,* and *Sigillaria,* Crinoids; *Hippurites,* Graptolites.

6. Summarise the physical conditions of the European area during the Ice age, and describe the contemporaneous Fauna and Flora.

7. On what principle have the Tertiary rocks been classed? Explain the chief differences in the organic remains of the Eocene Beds as compared with those of the Pliocene.

8. In Queensland there are two great Coal-bearing formations, which have been classed respectively as Permo-Carboniferous and Trias-Jura. What fossils, plant or animal, do such formations contains, or what fossils would you expect formations, respectively so named, to contain, if they occurred in Europe?

EUROPEAN HISTORY.

21*st December*, 1898—2 *to* 5.

Not more than EIGHT *questions to be answered.*

1. What were the most important results of the Turkish conquests of the fifteenth century?

2. Discuss shortly the importance of *two* of the following—Savonarola, Machiavelli, Loyola.

3. Describe the views and aims of Erasmus.

4. Explain the basis of the power possessed by the Emperor Charles V.

5. Sketch the *political* history of Protestantism to the "religious peace of Augsburg" (1555).

6. Give some account of the religious wars in France in the latter half of the sixteenth century.

7. Give some account of the Peace of Westphalia. What were the chief results of the "Thirty Years' War"?

8. How do you account for the greatness of France under Louis XIV.?

9. Describe the events that led to the outbreak of the "Seven Years' War," and sum up the results of the war.

10. Examine shortly the causes of the French Revolution of 1789.

11. Explain the parts taken by Mazzini, Cavour, and Garibaldi in the work of uniting Italy.

12. Sketch the career of Bismarck. Show the importance of the work he did, and account for his success.

EXAMINATION FOR GRAMMAR SCHOOL SCHOLARSHIPS, 1898.

GEOGRAPHY.

20th December—9·30 *to* 12·30.

⁂ The maps must be as large as the foolscap page will admit. Each should have a sheet to itself; and the long way of the map should be the long way of the paper.

Maximum Marks.

8 1. (*a*) Draw a sketch map of England to show the situation of (i.) the deposits of coal, iron, lead, tin, salt, and slate; and (ii.) the chief towns engaged in the manufacture of cotton goods.

5 (*b*) Mention some of the natural advantages of England as compared with other European countries.

5 (*c*) Point out and account for the difference between the climate of England and that of Ireland.

12 2. Make a tabular statement to show the area, population, chief towns, and exports of—

(*a*) British North America,
(*b*) British South Africa,
(*c*) British India.

12 3. Give the situation, the area, the sea-ports, and the exports of each of the following:—Java, Philippine Islands, New Zealand, New Caledonia, Fiji Islands, Sandwich Islands.

12 4. Draw an outline map of Queensland to show the existing railways—trunk lines and branch lines—and the towns they connect.

12 5. Point out the general characteristics of the climate of Australia, and account for them.

12 6. Make lists of the principal vegetable and animal products of Australia, distinguishing those that are indigenous from those that have been introduced by white men.

10 7. Set down methodically what you know of the geography of Tasmania.

12 8. Give an account of the commerce between Australia and England under the following heads—Routes, kind of vessels, exports, imports, sea-ports of Australia.

Total 100

ARITHMETIC.

20th December—2 *to* 5 *p.m.*

⁂ All the details of the work must be given, and each answer should be indicated plainly.

Maximum Marks.

8 1. Find by the method of Practice the amount of wheat from 14 ac. 3 r. 25 p. of land yielding 46 bushels 2 pecks to the acre.

8 2. When wheat was at 4s. a bushel I got 24 oz. of bread for 3d. Now I get 30 oz. for 3½d. What is the price of wheat now?

12 3. A person invests £3,745 in 3¼ per cent. stock at 80¼. Find his income; the rate per cent. of interest which he receives; the amount of stock which he holds; and what he would gain by selling out at 83⅜.

14 4. A man bought a piece of land for £73, to be paid in one month. He sold it immediately for £87, to be paid in four months. Reckoning money to be worth 4½ per cent. per annum, what profit did he make?

8 5. A owes B £750 payable thus—half of it in 4 months, $\frac{2}{5}$ of it in 5 months, and the balance in 6 months. When would it be fair to both parties to pay the lump sum instead?

16 6. Express 2 cu. ft. 234 cu. in. as the fraction of

$$\frac{\frac{3}{8}\text{ of }(\frac{7}{8}-\frac{1}{6})-\frac{5}{12}}{\frac{7}{8}-\frac{5}{9}\text{ of }(\frac{5}{6}-\frac{2}{3})}\text{ of a cubic yard.}$$

12 7. A, B, and C engage to put up a fence. A could do it alone in 16 days, B in 20 days, and C in 24 days. They all work together for 2 days, and then B goes away, leaving A and C to finish. In what time, from the start, will the work be finished?

8 8. What decimal fraction diminished by ·037 of itself becomes ·6955?

Maximum Marks.

9. The length of a room is 40 feet, its width is 30 feet, and its height is 14 feet. How long must a cord be to reach from the floor at one corner to the ceiling at the opposite corner? [*Carry out the answer to three places of decimals if necessary.*] 14

10. A scalene triangle, the sides of which are 20, 493, and 507 yards respectively, has the same area as a right-angled triangle, the base of which is 119 yards. Find the perpendicular of the right-angled triangle. [illegible]

11. Find the acreage of a quadrilateral field, one of whose diagonals is 4,025 links, and the perpendiculars on it 1,225 and 1,505 links. Show the plan roughly. [illegible]

12. A circle 60 inches in diameter is to be divided into 3 portions of equal area by means of two circles described from its centre: what are the lengths of the radii of these two circles? ($\pi = 3\frac{1}{7}$). 20

Total ... ... [illegible]

ENGLISH GRAMMAR AND COMPOSITION.

21st December—9·30 *to* 12·30.

1. (*a*) What is peculiar in regard to the number of each of the following nouns:—Milk, thanks, gold, scissors, salmon, wheat? 6

(*b*) Write the plurals of:—Wharf, penny, hero, proof, life, duty, half, cuckoo. 4

2. (*a*) Explain the following terms applied to verbs, and give one example in each case:—Transitive, strong, principal, auxiliary, defective, compound. [illegible]

(*b*) Give the voice, mood, and tense of each of the following compound verbs:—Have been loving, have been loved, be loved, should love, were loved, were loving, will have loved, did love, to be loved, had loved; and point out what form of the verb is employed in those cases in which it is not the common form that is used.

3. Show by examples that the word "after" may be a preposition, a conjunction, an adverb, or an adjective; and that the word "what" may be a relative pronoun, an interrogative pronoun, an interrogative adjective, an interjection, or an adverb (exclamatory). 10

4. Correct the errors in the following sentences, giving your reasons:—He could not speak no louder. Her aunt sent a present to her and I. Did he give you the card and asked you to write your address on it? All the boys which came remained till dark. Who, who was there, can ever forget the sight? We can arrange the matter as well as them. He knew quite well it was me. He who is brave the people will praise. He intended to have went across the bridge. Is the crew supplied with life-belts? 20

5. "The place for which I was *bound lay due east* of Cairo, and I thought *that*, although I *might miss* the line *leading* most directly to Suez, I could not fail *to find* my way, *sooner* or later, to the Red Sea."

(*a*) Analyse. 14

(*b*) Parse the words in italics. 15

6. Compose a continuous, connected narrative of adventure, of about half a page in length, that shall contain the following words, used in a natural and appropriate way:—Dusk, moon, lightning, explore, forest, reverberated, appalled, energies, occasionally, comparatively, pursuers, exerted, home, creek. 15

7. Write a letter to a friend, in proper form, about a page in length, proposing an excursion during the holidays, and suggesting plans for carrying it out, and for filling up the time. 15

8. For each of the following words give the root and its meaning, the meaning of the word itself, and as many other words from the same root as you can:—Contract, natives, cede, territory, aboriginal, conveyance, implements, refused. 16

[Fifth Book, p. 195.

Total 150

Price 4s. 4d.]

By Authority: Edmund Gregory, Government Printer, William street, Brisbane.

1900.

QUEENSLAND.

TWENTY-FOURTH REPORT

OF THE

SECRETARY FOR PUBLIC INSTRUCTION,

FOR THE YEAR

1899.

PRESENTED TO BOTH HOUSES OF PARLIAMENT BY COMMAND.

BRISBANE:
BY AUTHORITY: EDMUND GREGORY, GOVERNMENT PRINTER, WILLIAM STREET.

1900.

C. A. 18—1900.

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TWENTY-FOURTH REPORT OF THE SECRETARY FOR PUBLIC INSTRUCTION IN QUEENSLAND, BEING THE REPORT FOR THE YEAR ENDING 31st DECEMBER, 1899.

◆

To His Excellency the Right Honourable CHARLES WALLACE ALEXANDER NAPIER, Baron Lamington of Lamington, in the County of Lanark, in the Peerage of the United Kingdom, Knight Commander of the Most Distinguished Order of St. Michael and St. George, Governor and Commander-in-Chief of the Colony of Queensland and its Dependencies.

MY LORD,—I have the honour to submit to Your Excellency the Report of the Department of Public Instruction for the year 1899.

GENERAL.

Contents.

1. This Report, with its Appendices, deals with the educational work carried on under the provisions of "*The State Education Act of* 1875" and "*The State Education Act Amendment Act of* 1897." It also contains particulars respecting State aid to the following:—Secondary education in the form of grants to grammar schools, scholarships and bursaries to grammar schools, and exhibitions to Universities; the Museum and the Orphanages.

Changes.

2. During the first quarter of the year, the Department was in charge of the Hon. D. H. Dalrymple, who was succeeded by the Hon. W. H. Wilson on the 28th March, 1899. On the 1st December, the Hon. W. H. Browne succeeded Mr. Wilson. My period of office dates from 7th December, 1899.

Education Office Gazette.

3. For some years past the Education Departments of more than one of the Southern Colonies have published a monthly gazette, and, recognising the value of these periodicals as a means of conveying useful information to teachers, as well as of reducing the work of the clerical staff, my predecessor, the Hon. D. H. Dalrymple, decided to establish an *Education Office Gazette* for Queensland. The first number was issued 1st May, 1899, and the *Gazette* has been published monthly to the present time. It contains notices of appointments and transfers of teachers, and of the opening of new schools; examiners' notes on the answering of examination papers; and general instructions to teachers. A part of the paper is devoted to answers to correspondents, to notes and queries, to selected extracts, to reviews of educational works, and to general information of an interesting and useful nature. A copy of each monthly part is forwarded post-free to every school under the Department, to schools of arts, to private schools under Departmental inspection, and to members of both Houses of Parliament.

Subsidy to provisional schools.

4. In compliance with a resolution of the Legislative Assembly, provisional schools, which heretofore had been receiving a subsidy not exceeding £50, and not more than half the cost of new buildings and furniture, were placed on the same footing as State schools in regard to subsidy. By this step the State assumed responsibility for four-fifths of the cost of provisional school buildings and their equipment, without limitation to any prescribed amount.

Increased salaries of male assistants.

5. The legislature approved of a higher scale of payment to male assistant teachers, and the new rates came into force from the 1st of July. According to the old rates, the annual salaries of these teachers rose by eight irregular increments, according to classification, from £102 to £204. The new rates provide eight increases of £20 each, rising from £102 in the lowest class of teacher, to £262 in the highest.

Needlework.

6. In previous years it had been the custom to provide female examinees with the material used in the test in practical needlework at the annual examination in December. It was found necessary to require those teachers to bring their own material to the examination-room. The cost of the articles is trifling, and the change was made for convenience, not for economy. In the early days, when the examinees were few, the supplying of the material was a small matter; but now that the female candidates exceed 500, and are ever increasing in number, the preparation and sorting of the articles for various grades of examinees, and their despatch to numerous and often remote centres, make the step necessary.

rawing.

7. The officer charged with the valuation of drawing papers having reported that the quantity of work to be prepared by pupil-teachers of the fourth class was insufficient, the amount was increased by prescribing Longmans Book XIV. in addition to Book VIII. already required by Schedule VII.

ge of pupil-eachers.

8. A change was made in the Regulations defining the limit of age for admission as pupil-teacher in certain cases. Regulation 39 provided that candidates must not be more than seventeen years of age at the end of the year of their admission. It was found that the Regulations excluded from the rank of pupil-teacher a very desirable class of candidates, namely, ex-scholarship boys and girls, who, having completed a curriculum of three years at a State grammar school, were too old for admission. By extending the maximum limit of age by one year, the service has been opened to numerous candidates, the State reaps the advantage of the training at a grammar school for which it has already paid, and a link has been formed to connect the higher schools with the practical work of primary education. The candidates here referred to are admitted as pupil-teachers of the third class, and thus, after two years' service, become eligible for admission to the ranks of classified teachers.

oard of Review.

9. The Board appointed under Regulation 33 to review annually the status of all teachers, met at the Education Office, and recommended for grade promotion 100 male and 97 female teachers. These promotions were approved and notified in the *Government Gazette* of 20th December, 1899. Each promotion carried increase of salary as from 1st July, 1899. By these 197 promotions, additions of salary accrued amounting in all to £1,621 per annum.

uspension of egulations ffecting alaries.

10. Under Regulations which came into force on the 1st January, 1898, the salary of a head teacher depends on the class of school to which he is appointed. The classification of a school depends upon the average attendance recorded for the previous year; and a decrease of attendance below a certain fixed number causes a school to fall in classification. To the head teacher a fall in the classification of his school means a decrease of salary.

11. The various epidemics of measles, influenza, &c., which visited the large centres of population in 1898, spread to the country districts during 1899, and to some extent affected the average daily attendance. According to the average attendance for 1899, 25 State schools should lose a grade in classification; but I considered it desirable to suspend, in the case of these schools, Regulations 49, 50, 51, and 55, and by that means a loss of salary amounting to £1,020 was avoided.

ew State chools.

12. Thirteen new State schools were opened during the year at the following places :—Brassall, near Ipswich; Brisbane East; Bunker's Hill, near Toowoomba; Campbell's Plains, near Warwick; Cootharaba Road, near Gympie; Duaringa, on the Central Railway Line; Forest Hill, near Gatton; Golden Gate, near Croydon; Gympie Central (infants); Horton, in the Isis Scrub; Mareeba, near Cairns; Marian, near Mackay; and Pimpama Island, near Beenleigh. The establishment of the Gympie Central Infants' School results from the division of the former mixed school for girls and infants. Except at Brisbane East, Bunker's Hill, and Marian, a provisional school has in each case been superseded.

chools to be pened.

13. The buildings are complete, and State schools will be opened after the midsummer holidays at Biggenden, Chelona, Ilfracombe, Red Hill (Mount Morgan), Texas, and Thane's Creek.

enders ccepted.

14. Tenders have been accepted for State school buildings at Capella; Danderoo, near Killarney; Doctor's Creek, near Meringandan; Downfall Creek, near Brisbane; Jimboomba, on the Beaudesert Railway Line; Lagoon Pocket, near Gympie; Milford, near Dugandan; Norman Park, near Brisbane; and Prenzlau, in the Rosewood Scrub.

tate schools pproved.

15. The establishment of State schools has been approved at Amby; Blackfellow's Creek, near Cairns; Bouldercombe, near Rockhampton; Cordalba, near Isis; Hamilton, near Brisbane; Harlaxton, near Toowoomba; Headington Hill, near Clifton; King's Creek, near Clifton; Monkey Waterholes, near Helidon; Mulgrave, near Cairns; Park Avenue, near Rockhampton; Raby, near Mount Bauple; Stewart's Creek, near Townsville; Strathpine, on the North Coast Line; and Watawa, near Bundaberg.

tate school israted.

16. The Dingo school has been disrated on account of long-continued low attendance, and is now classed as a provisional school.

New provisional schools.

17. Forty-four additional provisional schools have been equipped and established at the following places:—Aloomba, near Cairns; Angellala, near Charleville; Aramara, on the Maryborough and Gayndah Railway; Birdsville; Bona Vista, near Proserpine River; Caloundra; Camboon, on the Dawson River; Cuttabutta, near Cunnamulla; Dareel, near Mungindi; Drillham, on the Southern and Western Railway; Dunmora Central, near Maryborough; Elgin Vale, near Nanango; Flying Fish Point, near Geraldton; Gilbert River; Glengallan, near Warwick; Glenlyon, near Stanthorpe; Hamilton, near Mackay; Hill View, near Gatton; Isis Central Mill, near Childers; Jimboomba Timber Reserve, near Woodhill; King's Tent, near Dalby; Kynuna, in the Gregory District; Littabella Creek, near Gladstone; Mapleton, near Nambour; Marblestone, near Gladstone; Miara, near Bundaberg; Mount Darry, near Meringandan; Mount View, near Kilkivan; Nankin Junction, on the Emu Park Line; Neusa Vale, near Gympie; Nindaroo, near Mackay; Obum Obum, near Dugandan; Puzzling Gully and Rockmount, near Helidon; Rossvale, near Pittsworth; Rubyanna, near Bundaberg; Smithfield, near Texas; Stamford, on the Northern Railway; Teviotville Railway Station; Veresdale Scrub, near Woodhill; Warooby, near Blythedale; Wellcamp, near Drayton; Witheren, on the Coomera River; and Woondum, near Gympie.

Provisional schools under construction.

18. Provisional school buildings are under construction, or are already completed, at Armstrong Creek, near North Pine; Bororen, on the Gladstone Railway; Brixton, on the Central Railway; Burton, near Toowoomba; Coolmunda, near Inglewood; Dargal, near Hodgson; Errisvale, on the Logan River; Goondiwindi West; Jundah; Kandanga Creek, near Gympie; Kenilworth, off North Coast Railway; Lappa Lappa, near Montalbion; Mia Mia, near Mirani; Motley, near Pittsworth; Plane Creek Upper, near Mackay; San José, near Rockhampton; and Tambourine Mountain.

Provisional schools approved.

19. The establishment of provisional schools has been approved at Bli Bli, on the North Coast Railway; Bridgewater, near Dingo; Brigalow Creek, near Goondiwindi; Brush Creek, near Texas; Calcifer, near Chillagoe; Chatsworth, near Gympie; Coliseum, near Miriam Vale; Coolgarra, near Herberton; Frenchman's Creek, near Rockhampton; Glassford Creek, near Gladstone; Goodwood, near Howard; Gregory River, near Bundaberg; Kilkivan Road, near Gympie; Longreach West; Moonmera, near Mount Morgan; Moonstone, near Croydon; Motley, near Pittsworth; Mount French, near Dugandan; Mount Garnett, near Chillagoe; Mount Marlow, near Bowen; Mount Victoria, near Mount Morgan; Mourliyan; McGee's Creek, near Texas; Munburra, near Cooktown; Noogoora, near Ipswich; Parkhurst, near Rockhampton; Polmaily, near Miriam Vale; Riversdale, near Chinchilla; Runcorn, on the Southport Railway; Scotchy Pocket, near Cordalba; and Six-Mile Camping Reserve, near Roma.

Provisional schools closed.

20. Provisional schools at Biggenden, Brassall, Cootharaba Road, Duaringa, Ilfracombe, Texas, Thane's Creek, and Yamsion, were closed during the year, to be replaced by State schools in each case except Yamsion.

New half-time provisional schools.

21. Half-time provisional schools have been established at Bengalla and Terra Mellis, near Inglewood; Daintree, No. 1 and 2, on the river of the same name; Inglewood Farm and Lauriston, near Roma; and Keppel Bay and Sea Hill, at the mouth of the Fitzroy River. These schools are worked in pairs under a single teacher, who devotes half his time to each school. The main condition for the establishment of these linked schools is that in each of two neighbouring settlements there shall be children enough to furnish an average daily attendance of six pupils.

Half-time schools closed.

22. The half-time provisional schools at Bengalla and Terra Mellis were closed in August last on account of insufficient attendance.

Applications for half-time schools.

23. Applications were received from Blyth's Creek and Lauriston, near Roma; and from Emu Park and Riverton, Stanthorpe, for half-time schools.

Unauthorised use of school buildings.

24. There being reason to believe that occasionally school buildings—generally provisional school buildings, towards the cost of which the Department has paid a subsidy—are used for public meetings, social gatherings, local societies' dances, and the like, without approval being first obtained, it was notified, by means of the *Education Office Gazette*, that such use of a State school, or of a building that has been subsidised, involves a violation of Regulation 17. In a few instances it would appear that subsidised buildings had been used for holding religious services, which is a still graver breach of the Regulation.

Repairs, additions, &c.

25. Extensive repairs, improvements, or additions were carried out at 69 schools, particulars of which may be seen under Table I., involving expenditure to the extent of £12,510 4s. 2d. The principal additions to existing accommodation were made at Allenstown, Barcaldine, Cairns, Clifton, Cooktown (Boys), Eton, Gracemere, Milton, Richmond Hill (Charters Towers), Sellheim, and Winton.

State schools, accommodation.

26. The accommodation in State schools was increased during the year by 22,880 square feet of floor space. Of this increase, an addition of 15,464 square feet was furnished by new schools, and 7,416 square feet by the enlargement of existing schools. Allowing 8 square feet of floor space for each child, provision was made for the accommodation of 2,860 additional pupils. The average attendance at State schools increased during the year by 4,621, as shown by comparing the totals given in Table C for 1898 and 1899.

Total floor space.

27. At the end of the year the total floor space in the State schools was 520,325 square feet, exclusive of verandas, and allowing 8 square feet for each child, the accommodation was enough for 65,040 pupils. The average attendance at these schools for the year 1899 was 63,133.

Applications for new schools.

28. Thirty-seven applications for the establishment of new State schools were received and dealt with during 1899. At the end of the year 6 new schools were ready for opening; 26 of these applications had been approved, and preliminary action taken; 5 applications were not approved, but in 3 of these cases subsidies were granted to improve existing provisional schools. Particulars respecting each of these applications are given in table H, appended to this report.

Provisional schools, applications.

29. Seventy-two applications for the establishment of new provisional schools were received and dealt with. At the end of the year 10 schools were ready for opening; 6 were in course of construction; 33 of these applications had been approved, and preliminary action taken to establish the schools; 7 of the applications were not approved, and 16 were in abeyance pending further inquiry. The action taken with regard to each of these applications is specified in Table H., appended to this Report.

Half-time schools, applications.

30. Eleven pairs of half-time provisional schools were in operation at the following places:—Bellevue and Springbank, near Roma; Bengalla and Terra Mellis, in the neighbourhood of Inglewood; Bloomfield Hills and Kingumbilla, near Goondiwindi; Cooper's Creek and Windorah, in Gregory South; Daintree No. 1 and No. 2, in the Cook District; Inglewood Farm and Lauriston, near Roma; Keppel Bay and Sea Hill, near the mouth of the Fitzroy; Margoo and Underban, near Kilkivan; Mount Beagle and Wangary, near Roma; Nellybri and Retreat, near Surat; and Pikedale No. 1 and No. 2, in the Southern Downs.

This system of supplying schools to localities containing from 7 to 10 children of school age is made more use of on the Darling Downs than in any other part of Queensland. In mining districts, particularly, it should be capable of extensive application.

SCHOOLS IN OPERATION, 1899.

Number of schools in operation.

31. At the close of the year there were in operation 884 schools, including 412 State schools, 469 provisional schools, and 3 special schools. Special schools comprise the schools for aboriginals at Deebing Creek, near Ipswich; Murray Island, in Torres Strait; and Myora, on Stradbroke Island. There was a net increase of 51 schools for the year. Twenty-two provisional schools are worked on the half-time system.

Schools open during the year.

32. The total number of schools open during any part of the year was 888.

Classification of schools.

33. The tabular statement below shows the classification of schools open at the end of the year, and compares it with that of the previous year :—

CLASS OF SCHOOL.	AVERAGE ATTENDANCE.	NO. OF SCHOOLS IN 1898.	NO. OF SCHOOLS IN 1899.
State Schools—			
I.	Over 800	2	2
II.	601 to 800	7	8
III.	401 to 600	13	12
IV.	281 to 400	30	32
V.	161 to 280	49	49
VI.	81 to 160	79	83
VII.	41 to 80	133	141
VIII.	30 to 40	38	39
Unclassified	Less than 30	48	46
Provisional—*Ordinary Schools*—			
I.	More than 20	173	169
II.	12 to 20	201	241
Provisional—*Special Schools*—			
Full-time	Less than 12	42	37
Half-time	„ „ 12	13	21
„ „	12 or over	1	1
Schools at Benevolent Establishments	...	4	3
		833	884

Overgrown provisional schools.

34. Omitting places where the establishment of a State school has been approved, or respecting which action is pending, the average attendance in the following provisional schools is sufficient to warrant their supersession by State schools :—Adavale (32), Anakie (32), Atkinson's Lagoon (35), Bathampton (43), Bergen (45), Bollon (31), Bucca Crossing (36), Bundall (32), Christmas Creek (31), Cooran (31), Croydon King (32), Cumonju (34), Curra (32), Eudlo (30), Eumundi (32), Flagstone Creek (36), Hopetoun (34), Jackson (30), McKinlay (31), Merinda (41), Monal (40), Mount Cotton (33), Mount Sylvia (44), Nobby (30), Paradise (33), Pentland (55), Proserpine Lower (37), Richmond (35), Rochford (38), Ropely (46), Smithfield (31), Torrens Creek (30), Upper North Pine (50), Woolmar (32), Wyandra (35), and Yandina (36).

35. Since the close of the year 1899 preliminary steps for the establishment of State schools have been taken at Bucca Crossing, Christmas Creek, near Monal, and at Nobby, Ropely, Wyandra, and Yandina.

36. Tables A, B, and C, appended to this Report, give full particulars respecting the schools in operation during the year 1899.

ATTENDANCE OF CHILDREN.

Enrolment.

37. For 1899 the gross enrolment was 88,072 in State schools, and 15,472 in provisional schools, making a total of 103,544. The net enrolment, or number of distinct children on the roll, was 92,120, showing an increase of 3,429 on the net enrolment for 1898.

Average daily attendance.

38. The average daily attendance was 53,604 in State schools, and 9,529 in provisional schools—total, 63,133, showing an increase of 4,837 on the average daily attendance for 1898. This increase is accounted for by the influx and natural growth of population.

Neglected children.

39. The annual returns from head teachers for the year 1899 show a total of 1,817 children—1,040 boys and 777 girls between the ages of six and fifteen, who, though living within reach of a school, are not educated up to the standard of education and are not attending a school. Of these 1,100 are between the ages of six and twelve, and 717 are over twelve. The total number of neglected children so reported was greater by two than it was in 1898.

Irregular children.

40. The number of children reported as not attending school the minimum number of times required by the Act—that is to say, 60 in the half-year—was 10,816 in the half-year ending June, and 9,377 in the half-year ending December. Comparing these numbers with the corresponding ones for 1898, we find a decrease of 510 defaulters in the first half-year, and of 2,335 in the second half-year.

Percentage in daily attendance.

41. The average daily attendance was 68·5 per cent. of the net enrolment, or 2·8 per cent. more than in 1898. From the reports of inspectors it is evident that the attendance was much less seriously affected by epidemics than in the year immediately preceding.

TEACHERS EMPLOYED.

Number of teachers.

42. At the end of 1899 the total number of teachers employed was **1,961**, an increase for the year of 74. The tabular statement following gives the numbers in detail:—

Status of Teachers.	1899.			1898.			Increase or Decrease.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Classified	491	416	907	473	421	894	18	*5	13
Unclassified	223	289	512	219	282	501	4	7	11
Pupil-teachers	214	328	542	178	314	492	36	14	50
Totals	928	1,033	1,961	870	1,017	1,887	58	16	74

* Decrease.

It will be noted that while the number of male teachers of all grades shows an increase, there has been a diminution in the number of classified female teachers. Marriage and the claims of domestic duties led to the retirement of 88 female teachers.

Average number of pupils to each teacher.

43. Dividing the average daily attendance as given in Table C by the number of teachers given in the same table, we find that during the year 1899 the average number of pupils taught by each teacher was 35·6 in State schools, 21 in provisional schools, and 32·2 in all schools. The corresponding numbers for 1898, when the attendance was reduced by epidemics, were 33·8, 20·3, and 30·6.

Teachers, State and provisional.

44. The following is a comparative view of the number of teachers employed in the State and provisional schools respectively at the end of 1899:—

Status of Teachers.	In State Schools, 76·8 per cent.			In Provisional Schools, 23·2 per cent.		
	Males.	Females.	Total.	Males.	Females.	Total.
Classified	491	416	907	0	0	0
Unclassified	37	21	58	186	268	454
Pupil-teachers	214	328	542	0	0	0
Totals	742	765	1,507	186	268	454

Status of teachers.

45. From Table F we learn that, of the entire teaching staff of the colony at the end of 1899, 46·3 per cent. were classified, and 26·1 per cent. were unclassified, and 27·6 per cent. were pupil-teachers. The number of classified teachers in each rank, and the number of pupil-teachers in each class at the end of the year are shown in the condensed statement below:—

Sex.	Classified Teachers.				Pupil-Teachers.					
	Class I.	Class II.	Class III.	Total.	Fourth Class (Highest).	Third Class.	Second Class.	First Class.	On Probation.	Total.
Male	20	193	278	491	28	51	30	39	66	214
Female	1	49	366	416	38	85	76	60	69	328
Totals	21	242	644	907	66	136	106	99	135	542
Increase for 1899 ...	2	20	...	13	18	69	...	...	12	50
Decrease for 1899 ...	...	...	9	...	...	...	38	11	...	...

Promotions.

46. Of the 907 classified teachers 197 received promotion in classification—26 from class to class by examination, and 171 from division to division as a reward for meritorious service. Of the unclassified adult teachers 63 received promotion into Class III.—the lowest rank of classified teachers. Of the 542 pupil-teachers 398 received promotion in the ordinary course of their apprenticeship. Thirty-one teachers of provisional schools have passed the examination for teacher of the third class.

Increase in salaries due to promotions.

47. Excluding the increments to pupil-teachers' salaries (£3,626), the increased annual expenditure consequent on these promotions was £3,598, dating from 1st July, 1899, when the financial year begins. This sum includes the following increases:—(1) To provisional school teachers on being classified and transferred

to State schools; (2) to pupil-teachers on being classified; and (3) to classified assistant teachers on account of grade promotion. The salaries of head teachers are not affected by these promotions.

Particulars respecting promotions.

48. Particulars respecting promotions made in 1899 appear in the following tables:—

PROMOTIONS FROM CLASS TO CLASS BY EXAMINATION.

Nature of Promotion.	Males.	Females.	Total.	Increased Annual Expenditure Entailed.
				£
From Class II. to Class I.	3	0	3	20
From Class III. to Class II.	15	8	23	304
Into Class III.	24	39	63	948
From P.T. 3 to P.T. 4	27	33	60	900
From P.T. 2 to P.T. 3	52	82	134	1,340
From P.T. 1 to P.T. 2	31	77	108	540
From P.T. 0 to P.T. 1	39	57	96	846
TOTALS	191	296	487	4,898

PROMOTIONS FROM DIVISION TO DIVISION FOR MERITORIOUS SERVICE.

Nature of Promotion.	Males.	Females.	Total.	Increased Expenditure Entailed.
				£
From Class I. Division 2 to Class I. Division 1	1	0	1	0
From Class I. Division 3 to Class I. Division 2	2	0	2	20
From Class II. Division 2 to Class II. Division 1	9	4	13	20
From Class II. Division 3 to Class II. Division 2	16	7	23	44
From Class III. Division 2 to Class III. Division 1	41	34	75	1,088
From Class III. Division 3 to Class III. Division 2	13	44	57	768
TOTALS	82	89	171	1,940

Left the service

49. The number of teachers who left the service during the year was 164—61 males and 103 females. The corresponding number for 1898 was 130. The tabular statement given below gives the status and sex of the teachers who left in 1899:—

STATUS.	LEFT THE SERVICE IN 1899.		
	Males.	Females.	Total.
Teacher, Class I.	1	0	1
„ „ II.	4	0	4
„ „ III.	7	39	46
Teacher, Unclassified	6	4	10
Teacher of a Provisional School	27	38	65
Pupil-Teacher of the Fourth Class	0	1	1
„ „ Third Class	2	2	4
„ „ Second Class	4	4	8
„ „ First Class	4	2	6
„ on Probation	6	13	19
TOTALS	61	103	164

Reasons for leaving the service.

50. An analysis of the reasons assigned for leaving the service gives the following results:—

—	NUMBER OF TEACHERS.		
	Males.	Females.	Total.
Services dispensed with—			
For failure to pass examinations	5	6	11
For inefficient service	3	1	4
Services no longer required	2	2	4
For serious offences	3	1	4
Resigned—			
To follow other occupations or to perform household duties	43	45	88
To be married	0	43	43
On account of failing health	1	4	5
Died	4	1	5
TOTALS	61	103	164

51. The annual general examination of teachers throughout the colony was held in December. There were 51 examining centres, of which 10 were in charge of the District Inspectors and 41 in charge of the local police magistrates or clerks of petty sessions or their deputies, assisted by school committees. The number of teachers examined was 933 which was 71 more than the number examined in 1898, and includes 117 teachers from private, Church of England, and Roman Catholic Schools. Details of the examination are given in the following table:—

For Certificates of the Class of—	Males.		Females.		Total.		Percentage of Passes.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.*	1898.	1899.
Pupil-Teachers of the First Class	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
" " Second Class	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
" " Third Class	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
" " Fourth Class	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Teachers—Class III.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
" " II.	[illegible]	[illegible]	[illegible]	4	[illegible]	*[illegible]		
" " I.	[illegible]	2	[illegible]	1	[illegible]	*[illegible]		
Totals	[illegible]	[illegible]	530	[illegible]	[illegible]	[illegible]		

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* The examinations for Class II. and Class I. may be taken by instalments from year to year, and generally are so taken. The passes here recorded are for the completed examinations only.

INSPECTION.

52. No addition was made to the inspecting staff during the year, although the pressure upon the existing staff was so great that very few second inspections of schools were possible. The number of District Inspectors is 11, of whom Mr. Shirley was employed in office work, assisting the General Inspector, during half the year. The total number of schools inspected was 529, of which 406 are State and 423 provisional schools. Seven of these schools were examined a second time in detail, and 2 others received second inspections. The Reports of the District Inspectors are given in Appendix B of this Report. They bear gratifying testimony to the improvement in attendance, the steady progress, the good discipline, and the general good government of the schools. Much diversity of opinion is expressed as to the effect of "*The State Education Act Amendment Act of* 1897," by which science, geometry, algebra, and the study of an English classic were made subjects of instruction in Classes V. and VI. It is generally conceded that the study of the chosen classic, "The Merchant of Venice," is a popular subject, and is well treated by our teachers. Progress in the other additional subjects has so far been unequal, but the Act only came into force on 1st July, 1898; and the progress made is by no means discouraging.

The Annual General Reports of the Inspectors are appended.

EXPENDITURE.

53. The expenditure on Primary Education was £236,418 15s. 10d. On Grammar Schools and University Education it was £13,747 11s.

54. On Technical Education, the Pharmacy College, the Museum, and Schools of Art it was £11,960 7s. 10d. The whole sum spent on Education was £262,126 14s. 8d., being £11,753 13s. 2d. more than was spent in 1898.

55. In the following tabular statement the gross departmental expenditure in 1899 is compared with that in 1898:—

Branches of Expenditure.	1899.			1898.			Increase or Decrease.		
	£	s.	d.	£	s.	d.	£	s.	d.
1. Primary Education	236,418	15	10	226,098	17	11	10,319	17	11
2. Scholarships and Exhibitions	3,747	11	0	4,589	19	0	*842	8	0
3. Endowments to Grammar Schools	10,000	0	0	10,000	0	0	Nil.		
4. Museum and Technical Education	9,129	13	2	6,848	3	8	2,281	9	6
5. Schools of Art. Grants in Aid	2,830	14	8	2,836	0	11	*5	6	3
	262,126	14	8	250,373	1	6	11,753	13	2

* Decrease.

Increase of expenditure

56. The following tabular statement gives an analysis of the increase in the expenditure on Primary Education alone :—

Nature of Increase.	Amount.
	£ s. d.
Salaries and allowances of teachers	9,093 8 10
Inspection	353 12 11
School cleaning and incidentals	1,048 11 3
School requisites	*1,706 17 4
Administration	*395 4 4
Provisional school buildings	1,926 6 7
Total increase	10,319 17 11

* Decrease.

Cost of State schools and provisional schools.

57. Of £236,418 15s. 10d., the total cost of Primary Education, £191,607 14s. 10d. must be charged to State schools, and £44,811 1s. to provisional schools.

Cost of administration.

58. The cost of administration was £5,056 8s. 1d., or about 1·9 per cent. of the gross departmental expenditure.

Cost of inspection.

59. The cost of inspection was £7,037 19s. 8d., or 2·7 per cent. of the expenditure on Primary Education alone.

Average cost of each child's education, State schools.

60. In State schools the average cost per head during the twenty-four years ending 31st December, 1899, was as follows :—

Year.	(A) INCLUDING THE TOTAL EXPENDITURE FOR THE YEAR IN CONNECTION WITH STATE SCHOOLS.			(B) INCLUDING TEACHERS' SALARIES AND ALLOWANCES AND INCIDENTAL EXPENDITURE ONLY.		
	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1876	2 11 10	3 4 10	5 3 4	1 17 11	2 10 8	4 0 8
1877	2 14 8½	3 13 1	5 6 7½	1 17 11½	2 10 8½	3 13 11¾
1878	2 15 8¼	3 14 2¾	5 9 3	1 19 2¾	2 12 3¼	3 16 11¼
1879	2 15 7½	3 12 11¼	5 8 0¼	2 2 4¼	2 15 6¼	4 2 3
1880	2 17 1½	3 13 8¼	5 4 3¼	2 3 8½	2 16 4¾	3 19 9½
1881	2 15 10	3 13 1¼	5 4 0	2 3 2¾	2 16 7	4 0 5¾
1882	2 15 4½	3 13 0¼	5 7 8¼	2 2 9¾	2 16 5½	4 3 3¼
1883	2 18 3¾	3 18 2	5 11 9¾	1 19 7¾	2 13 0	3 15 10
1884	2 19 2¾	3 18 3¾	5 12 2½	1 19 5	2 12 1½	3 14 8¼
1885	3 3 6½	4 3 6¼	5 18 1¼	2 4 8¼	2 18 8¾	4 3 0½
1886	3 2 7½	4 1 10	5 15 4½	2 4 7¼	2 17 11¼	4 2 2¼
1887	3 1 3½	3 19 9½	5 11 8	2 4 7¾	2 18 1½	4 1 4½
1888	2 17 2½	3 13 7	5 0 9½	2 4 9¼	2 17 8¼	3 18 10½
1889	2 19 10	3 17 0¾	5 6 6	2 4 3¾	2 17 2¾	3 18 10¼
1890	3 1 11	3 19 3¾	5 11 10	2 6 3¼	2 19 3	4 3 6¾
1891	2 17 11¼	3 14 0¾	4 19 10	2 6 2½	2 19 1	3 19 7½
1892	2 13 10¾	3 8 4½	4 12 11	2 7 2	2 19 10	4 1 3½
1893	2 8 7	3 0 5	4 6 7½	2 3 5¾	2 12 7¼	3 17 6¼
1894	2 5 3¼	2 16 5¾	3 16 5¼	2 2 10	2 13 5	3 12 3½
1895	2 2 8¼	2 15 1½	3 13 8½	2 0 1¼	2 11 10	3 9 3½
1896	2 0 6	2 11 0	3 7 9¼	1 17 10¾	2 7 11	3 3 6¾
1897	2 3 1	2 13 0¼	3 8 7¼	2 0 6	2 9 8¼	3 4 6
1898	2 4 1	2 15 0¼	3 15 4	2 0 8	2 10 8¾	3 9 5¾
1899	2 3 6	2 14 0½	3 11 5¾	2 1 1¼	2 11 0¾	3 7 6¼

Provisional schools.

61. In provisional schools the average cost per head during the twenty-four years ending 31st December, 1899, was as follows :—

Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.	Year.	Based on the Annual Enrolment.	Based on the Mean Quarterly Enrolment.	Based on the Average Daily Attendance.
	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
1876 ...	1 11 4	2 3 4	3 8 3	1888 ...	2 7 8¾	2 16 10¾	3 17 4¼
1877 ...	1 16 9	2 4 7½	3 4 8	1889 ...	2 7 1	2 17 10	4 0 7¾
1878 ...	2 1 1½	2 9 11	3 12 4¾	1890 ...	2 5 11¼	2 15 9	3 19 1½
1879 ...	2 4 4¾	2 16 4	4 4 2¾	1891 ...	2 7 7½	2 16 6	3 18 10½
1880 ...	2 1 1¾	2 11 4¼	3 12 7¾	1892 ...	3 2 7½	3 15 1½	5 4 4¼
1881 ...	2 3 6½	2 13 11¼	3 17 1¼	1893 ...	2 17 4½	3 7 8	4 14 8
1882 ...	2 0 2¾	2 10 10¾	3 13 2½	1894 ...	2 14 5	3 5 3¼	4 10 10
1883 ...	1 18 0	2 8 3¼	3 9 9	1895 ...	2 17 6	3 9 9¾	4 14 9¼
1884 ...	1 19 8¾	2 10 5¼	3 12 4½	1896 ...	2 13 3¾	3 3 3	4 7 2¾
1885 ...	2 5 4¾	2 17 5	4 2 2¾	1897 ...	2 14 10	3 4 6	4 6 6¾
1886 ...	2 6 9¼	2 16 3½	4 0 0¼	1898 ...	2 13 11½	3 3 11½	4 9 8¾
1887 ...	2 6 2	2 15 1	3 16 10¾	1899 ...	2 18 11¾	3 9 7½	4 15 11

Average cost—on daily attendance.

62. For all schools—State and provisional—the total expenditure on Primary Education, £236,418 15s. 10d., divided by the average daily attendance, 63,133, gives £3 14s. 10¾d. as the average cost of each pupil in attendance all over the service. In 1898 the average cost was £3 17s. 6¾d.

On net enrolment.

63. For all schools—State and provisional—the total expenditure on Primary Education, £236,418 15s. 10d., divided by the net enrolment, 92,120, gives £2 11s. 3¾d as the average cost of each child who claimed the right to instruction during the year 1899. In 1898 the average cost was £2 10s. 11¾d.

Local contributions.

64. The local contributions towards the cost of State school buildings during the year 1899 amounted to £5,585 6s. 3d. A statement of the local subscription account is given in Table M, appended to this Report.

SCHOLARSHIPS, BURSARIES, AND EXHIBITIONS.

Scholarship examinations.

65. At the annual examinations held in December, 1899, 65 schools sent up 162 boys and 42 schools sent up 86 girls to compete for State scholarships and bursaries to grammar schools. Scholarships were awarded to 27 boys and 9 girls, and bursaries were awarded to 6 boys and 2 girls in the order of merit.

State scholars at grammar schools.

66. The total number of State scholars attending grammar schools during the last quarter of the year 1899 was 160, as tabulated below :—

GRAMMAR SCHOOLS FOR BOYS.		GRAMMAR SCHOOLS FOR GIRLS.	
Brisbane ...	80	Brisbane ...	21
Ipswich ...	10	Ipswich ...	5
Rockhampton ...	8	Rockhampton ...	4
Maryborough ...	11	Maryborough ...	8
Townsville ...	5		
Toowoomba ...	8		
TOTAL ...	122	TOTAL ...	38

Conduct of State scholars.

67. With very few exceptions the quarterly reports from the heads of grammar schools on the attendance, conduct, and progress of State scholars were satisfactory.

Exhibition examination.

68. The usual examination for Exhibitions to Universities to be awarded to pupils of grammar schools was held in November, 1899, when 10 candidates presented themselves—6 from Brisbane, and 1 each from the grammar schools at Ipswich, Maryborough, and Toowoomba, and 1 from the Roman Catholic College, Nudgee. To the 3 candidates who showed the highest merit, exhibitions were awarded; 2 of the successful candidates being pupils of the Brisbane Boys' Grammar School, and 1 a pupil of the Brisbane Girls' Grammar School. The 3 successful competitors had been holders of grammar school scholarships, 2 from the State schools, and 1 from Bowen House School. Two have chosen the University of Sydney, and the other will attend Oxford University. There was 1 female candidate on this occasion, who gained the third place in order of merit.

Exhibits won by State scholars.

69. Of the 66 exhibitions granted from the year 1878, when they were first established, to 1899, 49 have been gained by students who had previously won scholarships from the State schools.

SECONDARY EDUCATION.—GRAMMAR SCHOOLS.

Grammar schools.

70. There are 10 grammar schools in Queensland—6 for boys and 4 for girls. Separate schools for boys and girls have been established at Brisbane, Ipswich, Maryborough, and Rockhampton; and schools for boys at Toowoomba and Townsville. The school for boys at Ipswich, which was opened in 1863, was the first grammar school established.

Boards of Trustees.

71. Each grammar school is governed by a board of seven trustees, appointed by the Government, and of these four are nominated by the Governor in Council, and the others by a majority of the subscribers to the funds. The trustees hold office for three years, and are eligible for re-election. They are empowered to make regulations for the filling of all vacancies that may occur in their number for the unexpired portion of the term of office, for the determination of fees to be paid by the scholars, for the salaries to be paid to the teachers, and generally for the management, good government, and discipline of the school. All such regulations are subject to the approval of the Governor in Council.

Aid to gramma schools.

72. Endowment at the rate of £1,000 per annum is paid by the State to each grammar school, making a total endowment of £10,000 annually to the grammar schools. On the 31st December, 1899, the aid granted by the State from the first institution of grammar schools reached a total of £256,535 9s. 11d. Of that amount, £13,500 represents special loans, and is being repaid by half-yearly instalments of principal, with interest.

Audit of grammar school accounts.

73. The accounts of the various grammar schools are audited yearly by the State audit inspectors.

74. Reports on the various grammar schools will be found in Appendix C to this report.

ORPHANAGES.

State orphans.

75. The report furnished by the Inspector of Orphanages shows that at the end of the year 1899 there were 1,644 children under the control of the State, an increase of 4 for the year. The expenditure for 1899 amounted to £21,696 1s. 4d., a decrease of £632 18s. 2d. on the expenditure for the preceding year.

Distribution of State orphans.

The distribution of the children is shown in the following table:—

——	Inmates.	Boarded Out.	Hired Out, Apprenticed, or Adopted.	At Hospital.	Total.
Diamantina Orphanage and Receiving Depôt ...	10	365	214	1	590
St. Vincent's, Nudgee	331	1	133	...	465
Infants' Home, Brisbane	15	...	...	...	15
Rockhampton Orphanage...	8	64	44	...	116
Meteor Park (Central Railway)	179	...	101	...	280
Townsville Orphanage	88	...	62	...	150
Home of the Good Shepherd (Ormiston) ...	13	...	...	...	13
Holy Cross Retreat, Wooloowin	15	...	...	...	15
	659	430	554	1	1,644

THE MUSEUM.

Museum statistics.

76. From the Report of the Trustees of the Museum it appears that the number of visitors during 1899 was 56,338. Of these 39,436 attended on week days, and 16,902 on Sundays. This is an increase of 2,882 on the number recorded for 1898. The Museum was opened on 307 days during the year. The total expenditure was £1,365 10s. 8d., showing an increase of £284 5s. 4d. on the expenditure for 1898.

Change to new building.

77. Late in the year the whole of the Museum exhibits were removed from the building in William street, formerly known as the Queensland Museum, and transferred to the new Museum buildings, Bowen Park, formerly known as the Exhibition Buildings.

APPENDICES.

The tables which follow this Report show in detail the operations of the Department during the year.

The following is a list of the appendices:—

- Report of the General Inspector.
- Reports of the District Inspectors.
- Reports of the Trustees of Grammar Schools.
- Examination papers given in December, 1899, to candidates for grammar school scholarships, and to teachers and pupil-teachers.

J. G. DRAKE,
Secretary for Public Instruction.

Brisbane, 1st May, 1900.

STATISTICAL TABLES.

Table A.

Comparative View of Primary School Operations during Twenty successive Years, 1880–99.

YEAR.	NUMBER OF SCHOOL DEPARTMENTS.	NUMBER OF INSTRUCTORS.							ANNUAL ENROLMENT.			MEAN QUARTERLY ENROLMENT.			AVERAGE DAILY ATTENDANCE.									EXPENDITURE.					
		TEACHERS.				PUPIL TEACHERS.		TOTAL INSTRUCTORS.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	PERCENTAGE OF THE ANNUAL ENROLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLMENT.			SALARIES AND ALLOWANCES.			BUILDING, FURNISHING RENT, AND REPAIRS.		
		Males.		Females.														Boys.	Girls.	Total.	Boys.	Girls.	Total.						
		Masters.	Assistants.	Mistresses	Assistants.	Males.	Females.																	£	s.	d.	£	s.	d.
1880 ...	345	275	74	70	160	168	242	989	22,623	20,682	43,305	17,255	16,255	33,510	12,431	11,387	23,818	54·95	55·06	55·00	72·04	70·52	71·08	89,546	3	10	15,874	0	0
1881 ...	341	283	71	58	166	141	203	922	21,517	18,792	40,309	16,370	14,588	30,958	11,616	10,136	21,752	53·99	53·94	53·96	70·96	69·49	70·26	86,504	2	4	13,605	7	0
1882 ...	366	285	68	81	171	127	203	935	22,251	19,458	41,709	16,751	15,027	31,778	11,543	10,067	21,610	51·88	51·74	51·81	71·02	69·03	70·08	86,891	5	1	13,555	11	0
1883 ...	387	292	79	95	206	139	216	1,027	24,529	21,733	46,262	18,253	16,474	34,727	12,869	11,378	24,247	52·46	52·35	52·41	70·50	69·06	69·82	90,153	19	9	29,443	2	1
1884 ...	424	321	98	102	211	143	286	1,161	27,678	24,878	52,556	20,891	19,034	39,925	14,793	13,070	27,863	53·44	52·51	53·01	70·81	68·66	69·79	102,320	6	3	36,940	9	4
1885 ...	447	333	108	113	266	163	302	1,285	28,899	26,911	55,810	22,285	20,858	42,643	16,007	14,110	30,117	55·29	52·51	54·00	71·82	69·30	70·62	122,874	1	0	32,504	8	8
1886 ...	479	358	111	122	252	172	368	1,383	30,902	28,037	58,939	23,860	21,901	45,761	17,135	15,115	32,250	55·45	53·91	54·71	71·81	69·01	70·25	130,348	15	3	31,450	1	6
1887 ...	527	387	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,457	49,418	19,155	16,164	35,319	56·92	53·78	55·44	73·78	68·91	71·47	141,169	0	6	36,824	9	2
1888 ...	552	396	140	154	289	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269	20,585	18,341	38,926	58·04	56·81	57·31	74·37	71·66	73·07	151,830	10	6	24,158	7	8
1889 ...	584	422	145	158	332	135	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860	21,390	19,082	40,472	57·18	55·95	56·46	73·55	71·25	72·45	157,614	2	4	32,219	4	4
1890 ...	621	446	158	173	363	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640	21,712	19,124	40,836	56·05	55·36	55·72	71·24	69·67	70·84	167,138	17	10	35,430	16	8
1891 ...	639	450	157	185	407	92	213	1,504	40,232	36,905	77,137	31,882	29,080	60,962	23,815	21,189	45,004	59·19	57·41	58·34	74·69	72·89	73·82	175,875	6	1	28,148	17	3
1892 ...	657	455	171	198	437	83	154	1,498	41,382	37,507	78,889	32,628	30,035	62,663	24,268	21,707	45,975	58·64	52·45	58·26	74·37	66·53	73·36	187,964	4	0	11,225	15	7
1893 ...	691	477	185	208	442	60	113	1,485	41,037	37,293	78,330	33,178	30,286	63,464	23,539	20,893	44,432	57·36	56·02	55·46	70·94	68·98	70·01	175,478	18	6	11,608	5	2
1894 ...	698	466	182	230	431	52	109	1,470	39,977	36,062	76,039	31,988	29,239	61,227	23,828	21,222	45,050	59·71	58·93	59·34	74·49	72·58	73·58	166,941	6	10	6,596	1	1
1895 ...	738	472	177	255	403	81	147	1,535	43,428	39,409	82,837	33,881	30,809	64,690	25,542	22,728	48,270	58·81	57·67	58·27	75·39	73·77	74·61	172,934	9	7	13,099	12	4
1896 ...	772	478	179	284	404	141	231	1,717	47,505	43,272	90,780	37,772	34,724	72,496	28,618	25,698	54,316	60·24	59·38	59·83	75·76	74·00	74·92	179,202	0	5	14,232	9	7
1897 ...	797	484	176	304	414	165	282	1,825	49,361	45,667	95,028	40,456	37,301	77,757	31,339	28,409	59,748	63·50	62·20	62·87	77·46	76·16	76·84	199,081	0	6	28,190	18	3
1898 ...	844	532	169	304	407	178	314	1,904	51,780	47,317	99,097	41,794	38,273	80,067	30,798	27,498	58,296	59·48	58·11	58·82	73·69	71·84	72·81	211,800	16	5	19,937	14	2
1899 ...	888	553	161	323	412	220	343	2,012	58,855	49,689	108,544	43,605	40,395	84,000	33,231	29,902	63,133	61·70	60·18	60·97	76·21	74·11	75·01	220,510	3	0	28,389	10	7

Note.—Children under six years of age were not admitted between 1st August, 1893, and 12th October, 1895.

T. McINTYRE, Registrar.

Table B.

SCHOOLS IN OPERATION, 1899.

	AT THE BEGINNING OF THE YEAR.			SOMETIME DURING THE YEAR.			AT THE CLOSE OF THE YEAR.		
	1898.	1899.	Increase in 1899.	1898.	1899.	Increase in 1899.	1898.	1899.	Increase in 1899.
State Schools	388	401	13	400	413	13	399	412	13
Provisional Schools	397	444	47	440	471	31	430	469	39
Schools at Benevolent and Reformatory Establishments	4	4	0	4	4	0	4	3	*1
TOTALS	789	849	60	844	888	44	833	884	51

* Decrease.

T. McINTYRE, Registrar.

STATISTICAL TABLES.

Table A.

COMPARATIVE VIEW of PRIMARY SCHOOL OPERATIONS during TWENTY successive YEARS, 1880–99.

YEAR.	NUMBER OF SCHOOL DEPARTMENTS.	NUMBER OF INSTRUCTORS.							ANNUAL ENROLMENT.			MEAN QUARTERLY ENROLMENT.			AVERAGE DAILY ATTENDANCE.									EXPENDITURE.					
		TEACHERS.				PUPIL TEACHERS.		TOTAL INSTRUCTORS.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	PERCENTAGE OF THE ANNUAL ENROLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLMENT.			SALARIES AND ALLOWANCES.			BUILDING, FURNISHING RENT, AND REPAIRS.		
		Males.		Females.																									
		Masters.	Assistants.	Mistresses	Assistants.	Males.	Females.											Boys.	Girls.	Total.	Boys.	Girls.	Total.						
																								£	s.	d.	£	s.	d.
1880 ...	345	275	74	70	160	168	242	989	22,623	20,682	43,305	17,255	16,255	33,510	12,431	11,387	23,818	54·95	55·06	55·00	72·04	70·52	71·08	89,546	3	10	15,874	0	0
1881 ...	341	283	71	58	166	141	203	922	21,517	18,792	40,309	16,370	14,588	30,958	11,616	10,136	21,752	53·99	53·94	53·96	70·96	69·49	70·26	86,504	2	4	13,605	7	0
1882 ...	366	285	68	81	171	127	203	935	22,251	19,458	41,709	16,751	15,027	31,778	11,543	10,067	21,610	51·88	51·74	51·81	71·02	69·03	70·08	86,891	5	1	13,555	11	0
1883 ...	387	292	79	95	206	139	216	1,027	24,529	21,733	46,262	18,253	16,474	34,727	12,869	11,378	24,247	52·46	52·35	52·41	70·50	69·06	69·82	90,153	19	9	29,443	2	1
1884 ...	424	321	98	102	211	148	286	1,161	27,678	24,878	52,556	20,891	19,034	39,925	14,793	13,070	27,863	53·44	52·51	53·01	70·81	68·66	69·79	102,320	6	3	36,940	9	4
1885 ...	447	333	108	113	266	163	302	1,285	28,899	26,911	55,810	22,285	20,358	42,643	16,007	14,110	30,117	55·29	52·51	54·00	71·82	69·30	70·62	122,874	1	0	32,504	8	8
1886 ...	479	358	111	122	252	172	368	1,383	30,902	28,037	58,939	23,860	21,901	45,761	17,135	15,115	32,250	55·45	53·91	54·71	71·81	69·01	70·25	130,348	15	3	31,450	1	6
1887 ...	527	387	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,457	49,418	19,155	16,164	35,319	56·92	53·78	55·44	73·78	68·91	71·47	141,169	0	6	36,824	9	2
1888 ...	552	396	140	154	289	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269	20,585	18,341	38,926	58·04	56·81	57·31	74·37	71·66	73·07	151,830	10	6	24,158	7	8
1889 ...	584	422	145	158	332	135	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860	21,390	19,082	40,472	57·18	55·95	56·46	73·55	71·25	72·45	157,614	2	4	32,219	4	4
1890 ...	621	446	158	173	363	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640	21,712	19,124	40,836	56·05	55·36	55·72	71·24	69·67	70·84	167,138	17	10	35,430	16	8
1891 ...	639	450	157	185	407	92	213	1,504	40,232	36,905	77,137	31,882	29,080	60,962	23,815	21,189	45,004	59·19	57·41	58·34	74·69	72·89	73·82	175,875	6	1	28,148	17	3
1892 ...	657	455	171	198	437	83	154	1,498	41,382	37,507	78,889	32,628	30,035	62,663	24,268	21,707	45,975	58·64	52·45	58·26	74·37	66·53	73·36	187,964	4	0	11,225	15	7
1893 ...	691	477	185	208	442	60	113	1,485	41,037	37,293	78,330	33,178	30,286	63,464	23,539	20,893	44,432	57·36	56·02	55·46	70·94	68·98	70·01	175,478	18	6	11,608	5	2
1894 ...	698	466	182	230	431	52	109	1,470	39,977	36,062	76,039	31,988	29,239	61,227	23,828	21,222	45,050	59·71	58·93	59·34	74·49	72·58	73·58	166,941	6	10	6,596	1	1
1895 ...	738	472	177	255	403	81	147	1,535	43,428	39,409	82,837	33,881	30,809	64,690	25,542	22,728	48,270	58·81	57·67	58·27	75·39	73·77	74·61	172,934	9	7	13,099	12	4
1896 ...	772	478	179	284	404	141	231	1,717	47,505	43,272	90,780	37,772	34,724	72,496	28,618	25,698	54,316	60·24	59·38	59·83	75·76	74·00	74·92	179,202	0	5	14,232	9	7
1897 ...	797	484	176	304	414	165	232	1,825	49,361	45,667	95,028	40,456	37,301	77,757	31,339	28,409	59,748	63·50	62·20	62·87	77·46	76·16	76·84	199,081	0	6	28,190	18	3
1898 ...	844	532	169	304	407	178	314	1,904	51,780	47,317	99,097	41,794	38,273	80,067	30,798	27,498	58,296	59·48	58·11	58·82	73·69	71·84	72·81	211,800	16	5	19,937	14	2
1899 ...	888	553	161	323	412	220	343	2,012	58,855	49,689	108,544	43,605	40,895	84,000	33,231	29,902	63,133	61·70	60·18	60·97	76·21	74·11	75·01	220,510	3	0	28,389	10	7

NOTE.—Children under six years of age were not admitted between 1st August, 1893, and 12th October, 1895.

40.	Coorparoo	356	270	626	243	183	426	194	139	333	1	2	...	2	...	3	8	1,108 19 1	129 3 6	
41.	Dunellan	204	241	445	156	169	325	118	119	237	1	...	...	2	2	2	7	672 19 7	105 0 0	
42.	East	636	472	1,008	494	419	913	386	325	711	1	4	...	5	4	4	18	950 4 0	1,789 11 10	Opened 10th July, 1899
43.	Fortitude Valley—Boys	1,014	...	1,014	742	...	742	587	...	587	1	7	...	2	6	...	16	2,124 12 5	186 18 8	
44.	,, Girls	...	793	793	...	622	622	...	444	444	..	...	1	8	...	5	14	1,041 10 4		
45.	,, Infants	309	237	546	207	151	358	151	105	256	...	...	1	2	...	5	8	556 15 4		
46.	Ithaca Creek	318	294	612	240	214	454	180	151	331	1	1	...	4	2	2	10	747 17 10	39 10 0	
47.	Junction Park	524	423	947	433	338	771	377	278	655	1	2	...	6	6	2	17	1,627 3 0	28 1 5	
48.	Kangaroo Point—Boys	488	...	488	351	...	351	280	...	280	1	2	...	...	3	...	6	996 13 2	380 8 4	
49.	,, Girls	...	495	495	...	351	351	...	258	258	...	...	1	3	...	3	7	724 16 5		
50.	,, Infants	130	106	236	84	65	149	65	51	116	...	...	1	1	...	1	3	327 14 5		
51.	Kelvin Grove Road—Boys	433	...	433	346	...	346	272	...	272	1	2	...	...	3	1	7	804 5 11	61 0 0	
52.	,, Girls and Infants	123	486	609	78	412	490	59	325	384	...	...	1	5	...	4	10	903 2 9		
53.	Leichhardt street—Boys	580	...	580	448	...	448	344	...	344	1	2	...	1	5	...	9	1,144 1 5	230 5 6	
54.	,, Girls	...	552	552	...	411	411	...	306	306	...	...	1	5	...	3	9	848 2 0		
55.	,, Infants	162	166	328	100	105	205	74	73	147	...	...	1	2	...	2	5	454 12 4		
56.	Milton	563	518	1,081	468	405	873	359	293	652	1	3	...	6	3	3	16	1,811 2 4	256 7 0	
57.	Petrie Terrace—Boys	559	...	559	459	...	459	364	...	364	1	4	...	...	5	...	10	1,227 15 10	84 13 2	
58.	,, Girls and Infants	141	538	679	96	502	598	64	351	415	...	...	1	6	...	4	11	979 2 1	39 4 9	
59.	South Brisbane—Boys	584	...	584	449	...	449	364	...	364	1	2	...	2	4	...	9	1,218 19 0	180 0 0	
60.	,, Girls and Infants	130	590	720	83	451	534	62	341	403	...	...	1	4	...	6	11	945 9 4		
61.	Toowong	269	291	560	217	238	455	157	163	320	1	1	...	3	2	1	8	966 4 1	39 10 0	
62.	West End—Boys	359	...	359	295	...	295	232	...	232	1	1	...	2	3	...	7	984 0 10	285 14 6	
63.	,, Girls	...	341	341	...	276	276	...	214	214	...	...	1	2	...	3	6	484 6 0		
64.	,, Infants	125	118	243	87	74	161	66	51	117	...	...	1	...	...	2	3	240 6 0		
65.	Woolloongabba—Boys	620	...	620	502	...	502	401	...	401	1	4	...	2	3	...	10	1,449 7 8	17 0 6	
66.	,, Girls and Infants	165	765	930	103	587	690	78	435	513	...	...	1	7	...	5	13	1,178 4 4		
67.	Brookfield	45	35	80	41	29	70	26	18	44	1	...	...	...	1	...	2	305 10 11	0 2 6	
68.	Buderim Mountain	24	33	57	23	38	61	18	23	41	1	...	...	...	...	...	1	207 10 0		
69.	Bulwer	20	13	33	17	12	29	15	9	24	1	...	...	...	...	...	1	109 18 0	0 8 0	
70.	Bundaberg, Central—Boys	272	...	272	209	...	209	160	...	160	1	2	...	...	...	1	4	617 19 11	3 6 0	
71.	,, ,, Girls and Infants	77	346	423	52	256	308	38	190	228	...	...	1	3	...	2	6	730 1 8		
72.	,, East	155	135	290	128	109	237	105	86	191	1	1	...	2	...	1	5	642 16 11		
73.	,, North	132	124	256	104	104	208	79	79	158	1	...	...	1	1	1	4	454 12 11	57 10 5	
74.	,, South	416	325	741	350	272	622	271	204	475	1	2	...	7	1	2	13	1,249 9 7	2 10 6	
75.	Bundamba, Lower	164	149	313	143	129	272	116	94	210	1	1	...	3	1	1	6	785 11 9	12 16 0	
76.	,, Upper	18	21	39	14	15	29	10	9	19	1	...	...	...	...	...	1	100 7 2		
77.	Bunkers Hill	37	43	80	32	34	66	26	25	51	1	...	...	...	...	1	2	232 5 8	64 2 0	Opened 30th October, 1899
78.	Bunya	16	12	28	13	8	21	10	6	16	1	...	...	...	...	...	1	92 4 8		
79.	Burketown	26	20	46	21	17	38	18	14	32	1	...	...	...	...	...	1	198 14 10		
80.	Burnett Heads	48	52	100	40	42	82	31	33	64	1	...	...	...	...	1	2	224 0 4	28 1 3	
81.	Burnside	26	38	64	23	31	54	17	23	40	1	...	...	...	...	...	1	238 2 7		
82.	Caboolture, North	64	81	145	51	64	115	40	52	92	1	...	...	1	...	...	2	342 15 4	0 16 0	
83.	,, South	38	27	65	33	26	59	26	21	47	1	...	...	...	1	...	2	183 14 10		
84.	Cairns	236	196	432	181	143	324	125	96	221	1	1	...	3	1	1	7	742 10 3	465 2 6	
85.	Calliope	38	33	71	35	28	63	26	20	46	1	...	...	...	...	...	1	251 9 11	0 10 0	
86.	Calliope River	15	8	23	13	7	20	10	5	15	...	...	1	...	...	...	1	75 14 1		
87.	Campbell's Plains	21	18	39	21	18	39	16	15	31	1	...	...	...	...	...	1	23 2 11	680 0 0	Opened 30th November, 1899
88.	Camp Flat	17	15	32	14	12	26	11	9	20	1	...	...	...	...	...	1	95 7 8		
89.	Capalaba	23	20	43	17	15	32	11	9	20	1	...	...	...	...	...	1	107 3 0		
90.	Cardwell	28	13	41	21	11	32	15	9	24	1	...	...	...	...	...	1	121 17 9		
91.	Cattle Creek	12	19	31	8	14	22	7	10	17	1	...	...	...	...	...	1	148 16 5	0 8 0	
92.	Cawarral	37	32	69	33	25	58	26	21	47	1	...	...	...	...	1	2	237 10 6		
93.	Cedar Creek	23	18	41	17	13	30	11	7	18	1	...	...	...	...	...	1	100 12 3	25 7 6	
94.	Charleville	271	254	525	227	203	430	176	147	328	1	2	...	3	...	2	8	966 12 6	1 18 6	
	CHARTERS TOWERS—																			
95.	Central—Boys	908	...	908	721	...	721	547	...	547	1	6	...	...	7	...	14	1,601 6 11	34 8 6	
96.	,, Girls	...	945	945	...	686	686	...	439	439	...	...	1	5	...	7	13	944 8 8		
97.	,, Infants	243	234	477	151	131	282	101	87	188	...	...	1	3	...	3	7	521 1 3		

Table C—*continued*.

LIST of STATE SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE during 1899—*continued*.

Schools.	ATTENDANCE, 1899.									STAFF OF INSTRUCTORS, 1899.							EXPENDITURE, 1899.						Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.			Building, Furnishing, and Repairs.			
										Males.		Females.											
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£	s.	d.	£	s.	d.	
STATE SCHOOLS—*continued*.																							
CHARTERS TOWERS—*continued*.																							
98. Millchester	196	184	380	165	151	316	126	116	242	1	1	...	2	...	3	7	732	1	11	1	16	0	
99. Queenton	789	730	1,519	640	594	1,234	486	440	926	1	5	...	7	3	6	22	2,118	8	6	33	18	6	
100. Richmond Hill	710	648	1,358	533	486	1,019	391	339	730	1	6	...	4	1	7	19	1,657	14	1	500	0	0	
101. Childers	115	111	226	92	86	178	64	58	122	1	...	...	1	...	2	4	411	19	9				
102. Chinchilla...	54	45	99	45	43	88	32	32	64	1	...	...	...	...	1	2	256	7	4	1	2	0	
103. Clayfield	349	304	653	277	240	517	216	178	394	1	2	...	3	4	1	11	1,046	6	6	5	13	3	
104. Clermont	230	247	477	194	196	390	140	135	275	1	2	...	3	1	1	8	1,051	19	5	6	3	4	
105. Cleveland, East	33	28	61	23	17	40	16	13	29	1	...	...	...	...	...	1	172	7	7	0	6	9	
106. ,, West	14	9	23	18	9	22	11	6	17	...	...	1	...	...	...	1	78	1	4	62	19	0	
107. Clifton	68	71	139	57	63	120	42	48	90	1	1	...	...	...	1	3	341	6	3	308	1	0	
108. ,, Colliery	13	23	36	12	19	31	10	16	26	...	...	1	...	...	...	1	89	9	11				
109. ,, Homestead Area	32	29	61	28	24	52	19	17	36	1	...	...	...	...	...	1	167	9	9				
110. Cloncurry	43	44	87	37	35	72	29	25	54	1	1	...	...	...	...	2	431	9	11	2	17	6	
111. Cometville	35	27	62	30	23	53	22	17	39	1	...	...	...	...	...	1	207	15	3	31	9	6	
112. Condamine	22	25	47	19	23	42	13	17	30	1	...	...	...	...	...	1	142	10	0	73	7	0	
113. Coningsby	36	37	73	31	30	61	23	22	45	1	...	...	...	1	...	2	294	7	7	95	0	0	
114. Cooktown—Boys	184	...	184	149	...	149	119	...	119	1	1	...	...	1	...	3	520	7	5	295	11	0	
115. ,, Girls and Infants	36	184	220	22	155	177	16	118	134	...	...	1	1	...	2	4	446	8	7				
116. Coomera	43	37	80	38	32	70	31	27	58	1	...	...	...	...	1	2	236	6	3	73	2	9	
117. ,, Upper	27	28	55	21	26	47	17	18	35	1	...	...	...	...	...	1	165	16	6				
118. Cooper's Plains	40	42	82	30	31	61	21	21	42	1	...	...	...	...	...	1	280	9	7	11	5	0	
119. Cootharaba Road	49	47	96	45	42	87	34	33	67	1	...	...	1	...	...	2	160	0	6	592	10	6	Opened, 7th June, 1899.
120. Copperfield	32	19	51	19	13	32	14	8	22	1	...	...	...	...	...	1	123	10	3	24	0	0	
121. Craiglie	11	12	23	10	12	22	7	7	14	...	...	1	...	...	...	1	89	19	6	8	19	0	
122. Crosshill	33	21	54	29	18	47	20	18	33	1	...	...	...	...	...	1	183	5	4	2	16	6	
123. Crow's Nest	59	46	105	52	37	89	44	26	70	1	...	...	...	1	1	3	263	9	0	3	5	0	
124. Croydon	276	283	559	229	217	446	193	176	369	1	2	...	3	2	1	9	1,308	13	5	9	0	0	
125. Cumberland	18	16	34	15	11	26	13	9	22	...	...	1	...	...	...	1	150	15	6				
126. Cunnamulla	158	153	311	119	126	245	87	91	178	1	1	...	2	...	1	5	615	6	11	7	4	0	
127. Dalby	99	73	172	77	61	138	55	46	101	1	...	...	2	...	...	3	457	13	6	20	6	6	
128. Dalrymple Creek	37	45	82	33	38	71	24	30	54	1	...	...	...	...	1	2	238	1	11	0	12	0	
129. Dalveen	20	13	33	19	10	29	12	6	18	1	...	...	...	...	...	1	118	16	1				
130. Darkey Flat	35	38	73	32	35	67	26	25	51	1	...	...	1	...	...	2	258	1	6	4	9	0	
131. Deep Creek	23	22	45	20	18	38	17	15	32	...	...	1	...	...	...	1	137	19	2	41	0	0	
132. Dingo	12	18	30	10	14	24	9	12	21	...	...	1	...	...	...	1	85	17	11	...			Closed, 31st Dec., 1899.
133. Dinmore	88	83	171	73	70	143	59	51	110	1	...	...	2	...	...	3	388	15	5	45	0	0	
134. Drayton	92	72	164	78	55	133	58	39	97	1	...	...	2	...	...	3	468	3	8	49	14	4	
135. Duaringa	38	35	73	38	35	73	35	33	68	1	...	...	...	...	...	1	25	12	11	869	0	0	Opened, 23rd Nov., 1899.
136. Eagle Farm	100	80	180	81	63	144	64	46	110	1	...	...	1	...	1	3	423	3	8	1	0	5	
137. Ebenezer	27	32	59	20	28	48	15	22	37	1	...	...	...	1	...	2	278	10	0				
138. Eidsvold	148	157	305	135	137	272	95	96	191	1	1	...	1	2	1	6	596	13	10	63	10	6	
139. Eight-mile Plains	48	51	99	35	39	74	26	27	53	1	...	...	...	...	1	2	278	10	8	1	5	5	

140. Elliott	16	22	38	12	16	28	8	12	20	1	...	...	...	...	...	1	107 4 0	39 10 6	
141. Emerald	110	134	244	95	111	206	75	83	158	1	1	...	2	1	...	5	689 19 9	4 11 0	
142. Emu Creek	55	38	93	43	29	72	31	20	51	1	...	...	...	...	1	2	264 19 9		
143. Emu Park	60	45	105	40	32	72	27	22	49	1	...	...	...	...	1	2	284 17 10		
144. Emu Vale	61	77	138	53	69	122	38	51	89	1	...	...	1	...	1	3	862 1 10	119 0 0	
145. Engelsburg	60	62	122	54	53	107	41	40	81	1	...	...	...	2	...	3	289 18 9	1 1 0	
146. Enoggera	103	104	207	93	93	186	72	71	143	1	...	...	2	...	1	4	459 17 2	1 8 3	
147. Esk	75	90	165	61	67	128	51	47	98	1	...	...	1	...	1	3	394 19 2	0 15 9	
148. Eton	81	62	143	71	52	123	55	44	99	1	...	...	1	1	...	3	365 8 3	267 10 0	
149. Farm Creek	45	43	88	35	35	70	22	26	48	1	...	...	...	...	1	2	239 4 6		
150. Fernvale	49	37	86	47	31	78	34	23	57	1	...	...	...	...	1	2	236 8 4	1 0 0	
151. Fig-tree Pocket	19	8	27	16	6	22	12	5	17	1	...	...	...	...	...	1	94 18 3	50 12 0	
152. Forest Hill	62	50	112	50	42	92	38	33	71	1	...	...	...	...	1	2	174 9 4	392 18 6	Opened 1st May, 1899.
153. Freestone Creek, Lower	35	34	69	26	28	54	15	17	32	1	...	...	...	...	...	1	203 7 11	21 4 0	
154. ,, ,, Upper	48	45	93	42	41	83	30	30	60	1	...	...	...	...	1	2	282 10 8	76 17 6	
155. Gatton	98	101	199	85	86	171	70	72	142	1	...	...	1	2	1	5	392 9 0	1 0 0	
156. Gayndah	83	84	167	67	75	142	46	58	104	1	1	...	...	...	2	4	424 9 1	7 17 2	
157. Goham	52	64	116	48	55	108	35	40	75	1	...	...	1	...	...	2	385 18 4	4 10 0	
158. Georgetown	46	58	104	38	48	86	30	40	70	1	1	...	...	...	...	2	402 4 3	17 18 11	
159. Geraldton	70	87	157	54	67	121	38	50	88	1	...	...	1	...	1	3	332 6 0	71 4 6	
160. Gin Gin	52	42	94	41	33	74	29	23	52	1	...	...	...	...	1	2	221 8 2	2 5 6	
161. Gladstone	121	122	243	98	102	200	65	68	133	1	...	...	2	...	1	4	463 7 6		
162. Glamorgan Vale	51	50	101	41	41	82	26	28	54	1	...	...	...	1	...	2	241 6 6	17 5 6	
163. Glencoe	40	28	68	38	24	62	29	19	48	1	...	...	...	1	...	2	279 5 8	85 16 0	
164. Glenmore	16	25	41	14	21	35	9	16	25	1	...	...	...	...	...	1	132 1 5		
165. Glenvale	39	42	81	32	33	65	28	29	57	1	...	...	...	1	...	2	290 3 0	21 4 2	
166. Golden Gate	95	107	202	76	89	165	63	71	134	1	1	...	1	...	...	3	569 14 8	1,158 19 0	Opened 23rd Jan., 1899.
167. Gomorron	35	44	79	29	38	67	18	24	42	1	...	...	...	...	...	1	167 7 0		
168. Gooburrum	21	27	48	19	24	43	14	19	33	1	...	...	...	...	...	1	166 11 1		
169. Goodna	121	110	231	102	93	195	86	77	163	1	1	...	...	1	1	4	452 8 9	26 12 6	
170. Goombungee	62	64	126	51	56	107	39	42	81	1	1	...	...	...	...	2	321 10 1	0 4 6	
171. Goomburra	14	9	23	12	8	20	10	6	16	1	...	...	...	...	...	1	95 15 8		
172. Goondiwindi	118	125	243	99	97	196	68	67	135	1	...	...	2	1	...	4	516 8 4	1 2 0	
173. Gowrie Creek	18	22	40	15	15	30	11	9	20	1	...	...	...	...	...	1	118 12 8	4 15 8	
174. Gowrie Junction	60	55	115	54	45	99	41	33	74	1	...	...	...	...	2	3	435 3 3	5 1 9	
175. Gowrie Little Plain	40	34	74	38	30	68	30	24	54	1	...	...	...	1	...	2	279 17 0	52 7 6	
176. Gowrie Road	26	26	52	20	22	42	15	16	31	1	...	...	...	...	...	1	198 6 1	2 3 0	
177. Gracemere	87	69	156	72	58	130	53	41	94	1	...	...	1	1	...	3	353 15 0	172 0 4	
178. Gramzow	14	11	25	13	11	24	10	8	18	1	...	...	...	...	...	1	97 13 6	32 10 0	
179. Grandchester	27	22	49	25	17	42	19	12	31	1	...	...	...	...	...	1	193 1 9	0 5 0	
GYMPIE—																			
180. Central—Boys	583	...	583	432	...	432	322	...	322	1	5	...	...	4	...	10	1,306 14 10	402 11 11	
181. ,, Girls and Infants	85	420	505	94	461	555	64	319	383	...	...	...	...	...	...	...	...	...	Closed 31st July, 1899.
182. ,, Girls	...	398	398	...	396	396	...	301	301	...	...	1	4	...	3	8	842 0 3	...	Opened 1st Aug., 1899.
183. ,, Infants	117	117	234	106	104	210	79	73	152	...	...	1	1	...	2	4	153 9 2	...	Opened 1st Aug., 1899.
184. Monkland	279	259	538	252	234	486	204	187	391	1	2	...	3	1	3	10	1,034 11 2	1 17 6	
185. One-Mile—Boys	528	...	528	438	...	438	337	...	337	1	2	...	2	4	...	9	1,106 14 7	8 8 6	
186. ,, Girls	...	477	477	...	397	397	...	296	296	...	...	1	3	...	4	8	653 1 9		
187. ,, Infants	216	159	375	144	106	250	104	76	180	...	...	1	2	...	2	5	528 6 0		
188. Two-Mile	57	48	105	43	38	81	27	27	54	1	...	...	...	...	1	2	250 2 7		
189. Halifax	54	45	99	48	34	82	33	21	54	1	...	...	...	...	1	2	255 6 7	0 8 6	
190. Harrison's Pocket	12	16	28	8	15	23	6	12	18	1	...	...	...	...	...	1	153 16 10		
191. Harrisville	56	45	101	48	39	87	36	31	67	1	...	...	1	...	...	2	302 11 10	35 10 6	
192. Hatton Vale	41	35	76	41	33	74	30	28	58	1	...	...	1	...	...	2	327 19 0		
193. Helidon	41	44	85	37	35	72	29	26	55	1	...	...	...	...	1	2	235 11 11	163 17 11	
194. Hemmant	52	57	109	44	47	91	33	34	67	1	...	...	...	...	1	2	268 9 10	1 15 0	
195. Hendon	56	57	113	51	50	101	43	40	83	1	...	...	1	...	...	2	311 12 6	5 16 8	
196. Herberton	93	106	199	77	85	162	60	69	129	1	...	...	1	...	2	4	411 2 3	11 0 0	
197. Hermitage	43	34	77	36	29	65	27	21	48	1	...	...	1	...	...	2	286 3 9		

Table C—*continued.*

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1899—*continued.*

Schools.	ATTENDANCE, 1899.									STAFF OF INSTRUCTORS, 1899.							EXPENDITURE, 1899.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
																	£ s. d.	£ s. d.	
STATE SCHOOLS—*continued.*																			
Charters Towers—*continued.*																			
98. Millchester	196	184	380	165	151	316	126	116	242	1	1	...	2	...	3	7	732 1 11	1 16 0	
99. Queenton	789	730	1,519	640	594	1,234	486	440	926	1	5	...	7	3	6	22	2,118 8 6	33 18 6	
100. Richmond Hill	710	648	1,358	533	486	1,019	391	339	730	1	6	...	4	1	7	19	1,657 14 1	500 0 0	
101. Childers	115	111	226	92	86	178	64	58	122	1	...	...	1	...	2	4	411 19 9		
102. Chinchilla...	54	45	99	45	43	88	32	32	64	1	...	...	...	...	1	2	256 7 4	1 2 0	
103. Clayfield	349	304	653	277	240	517	216	178	394	1	2	...	3	4	1	11	1,046 6 6	5 13 3	
104. Clermont	230	247	477	194	196	390	140	135	275	1	2	...	3	1	1	8	1,051 19 5	6 3 4	
105. Cleveland, East	33	28	61	23	17	40	16	13	29	1	...	...	...	...	...	1	172 7 7	0 6 9	
106. „ West	14	9	23	13	9	22	11	6	17	...	...	1	...	...	..	1	78 1 4	62 19 0	
107. Clifton	68	71	139	57	63	120	42	48	90	1	1	...	...	...	1	3	341 6 3	308 1 0	
108. „ Colliery	13	23	36	12	19	31	10	16	26	...	...	1	...	...	...	1	89 9 11		
109. „ Homestead Area	32	29	61	28	24	52	19	17	36	1	...	...	...	...	...	1	167 9 9		
110. Cloncurry	43	44	87	37	35	72	29	25	54	1	1	...	...	...	...	2	431 9 11	2 17 6	
111. Cometville	35	27	62	30	23	53	22	17	39	1	...	...	...	...	...	1	207 15 3	31 9 6	
112. Condamine	22	25	47	19	23	42	13	17	30	1	...	...	...	...	...	1	142 10 0	73 7 0	
113. Coningsby	36	37	73	31	30	61	23	22	45	1	...	...	...	1	...	2	294 7 7	95 0 0	
114. Cooktown—Boys	184	...	184	149	...	149	119	...	119	1	1	...	...	1	...	3	520 7 5	295 11 0	
115. „ Girls and Infants	36	184	220	22	155	177	16	118	134	...	...	1	1	...	2	4	446 8 7		
116. Coomera	43	37	80	38	32	70	31	27	58	1	...	...	...	...	1	2	236 6 3	73 2 9	
117. „ Upper	27	28	55	21	26	47	17	18	35	1	...	...	...	...	...	1	165 16 6		
118. Cooper's Plains	40	42	82	30	31	61	21	21	42	1	...	...	...	...	...	1	280 9 7	11 5 0	
119. Cootharaba Road	49	47	96	45	42	87	34	33	67	1	...	...	1	...	...	2	160 0 6	592 10 6	Opened, 7th June, 1899.
120. Copperfield	32	19	51	19	13	32	14	8	22	1	...	...	...	...	...	1	123 10 3	24 0 0	
121. Craiglie	11	12	23	10	12	22	7	7	14	...	...	1	...	...	...	1	89 19 6	8 19 0	
122. Crosshill	33	21	54	29	18	47	20	13	33	1	...	...	...	...	...	1	183 5 4	2 16 6	
123. Crow's Nest	59	46	105	52	37	89	44	26	70	1	...	....	...	1	1	3	263 9 0	3 5 0	
124. Croydon	276	283	559	229	217	446	193	176	369	1	2	...	3	2	1	9	1,308 13 5	9 0 0	
125. Cumberland	18	16	34	15	11	26	13	9	22	...	...	1	...	...	...	1	150 15 6		
126. Cunnamulla	158	153	311	119	126	245	87	91	178	1	1	...	2	...	1	5	615 6 11	7 4 0	
127. Dalby	99	73	172	77	61	138	55	46	101	1	...	...	2	...	...	3	457 13 6	20 6 6	
128. Dalrymple Creek	37	45	82	33	38	71	24	30	54	1	...	...	...	...	1	2	238 1 11	0 12 0	
129. Dalveen	20	13	33	19	10	29	12	6	18	1	...	...	...	...	...	1	118 16 1		
130. Darkey Flat	35	38	73	32	35	67	26	25	51	1	...	...	1	...	...	2	258 1 6	4 9 0	
131. Deep Creek	23	22	45	20	18	38	17	15	32	...	...	1	...	...	...	1	137 19 2	41 0 0	
132. Dingo	12	18	30	10	14	24	9	12	21	...	...	1	...	...	...	1	85 17 11	...	Closed, 31st Dec., 1899.
133. Dinmore	88	83	171	78	70	148	59	51	110	1	...	...	2	...	...	3	388 15 5	45 0 0	
134. Drayton	92	72	164	78	55	133	58	39	97	1	...	...	2	...	...	3	468 3 8	49 14 4	
135. Duaringa	38	35	73	38	35	73	35	33	68	1	...	...	...	...	...	1	25 12 11	869 0 0	Opened, 23rd Nov., 1899.
136. Eagle Farm	100	80	180	81	63	144	64	46	110	1	...	...	1	...	1	3	428 3 8	1 0 5	
137. Ebenezer	27	32	59	20	28	48	15	22	37	1	...	...	...	1	...	2	278 10 0		
138. Eidsvold	148	157	305	135	137	272	95	96	191	1	1	...	1	2	1	6	590 13 10	68 10 6	
139. Eight-mile Plains	45	51	96	35	39	74	26	27	53	1	...	...	...	...	1	2	278 10 8	1 6 5	

237. Mackay—Boys	408	...	408	346	...	346	282	...	282	1	2	...	1	4	...	8	1,018	1	1	114	0	0	
238. „ Girls and Infants	112	496	608	74	420	494	52	319	371	...	...	1	5	...	4	10	770	0	6				
239. „ North	34	25	59	29	24	53	23	19	42	1	...	...	...	1	...	2	260	5	10	41	9	7	
240. Maida Hill	12	17	29	11	12	23	8	8	16	1	...	...	...	...	...	1	111	6	11				
241. Ma Ma Creek	34	34	68	30	31	61	23	22	45	1	...	...	...	...	1	2	217	10	0	73	13	0	
242. Marburg	98	81	179	81	58	139	64	44	108	1	1	...	1	...	...	3	468	5	2	30	6	0	
243. Mareeba	134	165	299	108	131	239	79	93	172	1	...	...	1	1	1	4	575	9	9	452	15	0	Opened 1st Mar., 1899.
244. Marian	47	61	108	42	49	91	29	32	61	1	...	...	...	1	...	2	237	12	10	16	11	9	Opened 23rd Jan., 1899.
MARYBOROUGH—																							
245. Albert	502	458	960	441	406	847	351	315	666	1	3	...	7	1	5	17	1,744	4	5	35	10	0	
246. Central—Boys	364	...	364	305	...	305	259	...	259	1	2	...	...	4	...	7	892	14	10	12	1	0	
247. „ Girls	...	288	288	...	229	229	...	182	182	...	...	1	2	...	3	6	645	11	6				
248. „ Infants	112	98	210	81	73	154	61	55	116	...	...	1	...	...	2	3	257	4	6				
249. East	103	73	176	98	61	159	86	52	138	1	...	...	2	...	...	3	429	9	4	6	12	8	
250. St. Helen's	67	65	132	58	56	114	44	44	88	1	...	...	1	...	1	3	385	2	8	7	9	6	
251. Sunbury	22	23	45	18	18	36	15	14	29	1	...	...	...	...	...	1	212	15	0				
252. West	202	213	415	176	176	352	151	145	296	1	1	...	3	1	2	8	949	9	4	1	1	0	
253. Maytown	27	30	57	21	27	48	18	23	41	1	...	...	...	...	...	1	248	11	5	12	17	0	
254. Meringandan	44	48	92	35	37	72	27	27	54	1	...	...	...	...	1	2	271	19	7	36	10	6	
255. Merritt's Creek	33	41	74	30	35	65	23	26	49	1	...	...	...	...	1	2	236	0	11	17	13	6	
256. Milbong	38	29	67	35	27	62	26	20	46	1	...	...	...	...	...	1	211	14	3	2	8	0	
257. Miles	43	65	108	34	49	83	23	36	59	1	...	...	1	...	...	2	309	14	9	4	0	0	
258. Milora	45	40	85	38	37	75	33	30	63	1	...	...	...	1	...	2	255	8	5				
259. Minden	30	34	64	28	31	59	24	26	50	1	...	...	...	1	...	2	274	7	7	63	11	0	
260. Mirani	52	65	117	40	53	93	26	40	66	1	...	...	1	...	...	2	290	19	0	8	0	2	
261. Mitchell	117	114	231	94	88	182	60	58	118	1	...	...	1	1	1	4	458	0	5	115	5	0	
262. Moggill	33	33	66	29	29	58	23	20	43	1	...	...	...	...	...	1	219	11	2	3	10	6	
263. Montalbion	28	31	59	26	25	51	23	20	43	1	...	...	...	...	...	1	226	3	5	28	11	6	
264. Morven	36	29	65	29	22	51	27	19	46	1	...	...	...	...	...	1	230	19	9	1	6	6	
265. Mossman River	56	34	90	46	26	72	33	20	53	1	...	...	1	...	...	2	317	12	7				
266. Mountain View	40	48	88	38	39	77	29	30	59	1	...	...	...	...	1	2	235	12	5	6	7	7	
267. Mount Beppo	37	21	58	32	16	48	26	14	40	1	...	...	...	...	...	1	206	18	11	4	10	0	
268. Mount Crosby	34	25	59	29	24	53	23	19	42	1	...	...	...	...	...	1	207	10	8	0	8	6	
269. Mount Gravatt	93	85	178	74	71	145	54	53	107	1	...	...	2	...	...	3	447	2	10	1	2	0	
270. Mount Kent	22	19	41	19	18	37	14	12	26	1	...	...	...	...	...	1	131	2	0	55	2	0	
271. Mount Morgan—Boys	565	...	565	485	...	485	346	...	346	1	4	...	...	4	...	9	1,077	0	10	225	11	6	
272. „ Girls and Infants	174	740	914	138	635	773	95	442	537	...	...	1	9	...	6	16	1,144	11	7				
273. Mount Perry	47	53	100	43	46	89	38	40	78	1	...	...	...	1	...	2	415	16	9	1	18	0	
274. Mount Walker	22	29	51	20	24	44	15	18	33	1	...	...	...	...	...	1	197	14	5	9	12	6	
275. Mungar	43	39	82	39	33	72	32	27	59	1	...	...	...	...	1	2	262	11	4	13	12	6	
276. Murphy's Creek	27	21	48	25	18	43	22	15	37	1	...	...	...	...	...	1	208	4	2				
277. Muttaburra	53	56	109	42	49	91	32	38	70	1	...	...	1	...	...	2	330	16	5	408	2	0	
278. Myrtle	98	94	187	70	71	141	56	56	112	1	...	...	1	...	1	3	372	11	8	10	0	0	
279. Nambour	69	56	125	57	45	102	43	31	74	1	...	...	...	1	...	2	261	6	5	38	8	6	
280. Nanango	49	46	95	43	41	84	31	29	60	1	...	...	1	...	...	2	288	8	0				
281. Nerang	47	41	88	41	35	76	32	24	56	1	...	...	...	1	...	2	268	12	1				
282. Normanby	39	32	71	32	27	59	25	21	46	1	...	...	...	1	...	2	261	19	6	9	18	0	
283. Normanton	99	86	185	86	76	162	70	62	132	1	1	...	...	...	2	4	557	15	6	103	1	0	
284. North Branch	8	11	19	7	10	17	5	6	11	1	...	...	...	...	...	1	88	14	6				
285. North Pine	60	75	135	50	61	111	39	45	84	1	...	...	...	1	1	3	336	17	10				
286. Nudgee	56	46	102	48	40	88	39	31	70	1	...	...	...	1	...	2	288	19	9				
287. Nundah	194	241	435	159	194	353	121	146	267	1	2	...	1	1	3	8	739	15	11	42	6	8	
288. Oakey Creek	52	46	98	42	38	80	25	24	49	1	...	...	...	...	1	2	227	3	7	30	8	0	
289. Owanyilla...	13	10	23	11	9	20	8	6	14	1	...	...	...	...	...	1	109	6	7	1	10	0	
290. Oxley	45	27	72	34	22	56	27	17	44	1	...	...	1	...	...	2	248	3	7	2	18	3	
291. Peak Mountain	61	46	107	55	41	96	46	34	80	1	...	...	...	...	1	2	234	18	2	85	12	6	
292. Pialba	48	69	117	40	53	93	31	39	70	1	...	...	1	...	...	2	295	17	4	71	18	0	
293. Pimpama	31	36	67	24	29	53	15	20	35	1	...	...	...	...	...	1	261	16	3	16	1	2	
294. Pimpama Island	38	38	76	34	36	70	28	29	57	1	...	...	1	...	...	2	280	8	4	231	12	0	Opened 30th Jan., 1899.

Table C—*continued.*

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1899—*continued.*

Schools.	Attendance, 1899.									Staff of Instructors, 1899.							Expenditure, 1899.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
STATE SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
295. Pine Hill	19	25	44	15	22	37	10	17	27	...	...	1	...	...	...	1	101 11 3		
296. Pine Mountain	28	28	56	24	22	46	16	14	30	1	...	...	...	...	...	1	165 2 10	129 0 0	
297. Pittsworth	107	103	210	93	79	172	71	60	131	1	...	...	1	1	1	4	426 6 1	0 4 1	
298. Plainland	45	37	82	43	33	76	32	26	58	1	...	...	...	...	...	1	308 8 2	7 10 0	
299. Plainview	27	28	55	25	24	49	21	20	41	1	...	...	...	...	...	1	164 7 9	2 10 0	
300. Port Douglas	53	63	116	43	49	92	34	36	70	1	...	...	...	1	...	2	290 1 0		
301. Postman's Ridge	15	11	26	14	10	24	10	6	16	1	...	...	...	...	...	1	94 15 11		
302. Pullen Vale	17	12	29	15	10	25	10	7	17	...	...	1	...	...	...	1	131 3 4		
303. Purga Creek	53	33	86	46	27	73	31	19	50	1	...	...	...	...	1	2	239 3 0	38 0 0	
304. Ramsay	27	23	50	25	17	42	21	16	37	1	...	...	...	...	...	1	168 18 7	24 15 0	
305. Ravenswood	185	155	340	160	137	297	128	110	238	1	2	...	1	1	2	7	798 1 3	1 15 0	
306. Ravenswood Junction	44	47	91	35	39	74	27	27	54	1	...	...	...	1	...	2	243 18 10	23 8 6	
307. Redbank	21	19	40	15	16	31	10	13	23	1	...	...	...	...	...	1	104 12 8		
308. Redbank Plains	33	23	56	28	20	48	21	14	35	1	...	...	...	...	...	1	166 17 8	20 7 6	
309. Redland Bay	35	43	78	31	37	68	26	32	58	1	...	...	...	...	1	2	272 10 10	5 12 11	
310. Roadvale	34	44	78	33	37	70	24	28	52	1	...	...	1	...	...	2	254 4 0	67 3 6	
ROCKHAMPTON—																			
311. Allenstown	339	298	632	266	223	489	200	165	365	1	1	...	4	...	3	9	1,043 9 11	527 18 0	
312. Central—Boys	713	...	713	590	...	590	455	...	455	1	6	...	1	4	...	12	1,635 6 7	28 12 6	
313. „ Girls	...	622	622	...	483	483	...	354	354	...	...	1	5	...	3	9	881 1 0		
314. „ Infants...	191	231	422	130	151	281	87	96	183	...	...	1	2	...	2	5	525 19 7		
315. Crescent Lagoon	82	88	170	61	73	134	47	59	106	1	...	...	1	1	...	3	375 8 7	19 17 6	
316. North—Boys	412	...	412	311	...	311	231	...	231	1	2	...	...	4	...	7	751 16 7	47 0 0	
317. „ Girls and Infants	124	532	656	84	427	511	58	346	404	...	...	1	4	...	5	10	810 8 9		
318. Pink Lily Lagoon	44	29	73	36	23	59	26	16	42	1	...	...	...	...	...	1	219 15 6	0 5 0	
319. Port Curtis Road	80	71	151	70	64	134	52	45	97	1	...	...	1	...	1	3	324 16 6	130 0 0	
320. Rocklea	85	94	179	70	74	144	57	58	115	1	...	...	1	...	1	3	470 4 7	1 15 3	
321. Roma	265	201	466	203	152	355	156	112	268	1	1	...	3	1	2	8	899 15 0	5 18 6	
322. Rosevale	54	40	94	49	34	83	38	25	63	1	...	...	...	...	1	2	271 6 10		
323. Rosewood	82	85	167	29	72	101	55	54	109	1	...	...	1	...	1	3	385 8 4	38 1 3	
324. Samford	36	21	57	32	20	52	22	14	36	1	...	...	...	...	...	1	130 18 11	0 13 4	
325. Sandgate	234	189	423	179	142	321	132	103	235	1	1	...	3	1	1	7	777 10 2	8 15 0	
326. Sandy Creek	33	29	62	27	24	51	19	15	34	1	...	...	...	...	...	1	148 5 1	2 6 6	
327. Sellheim	86	66	152	73	57	130	57	43	100	1	...	...	1	...	1	3	371 8 0	299 5 0	
328. Seventeen-mile Rocks	10	8	18	9	8	17	7	7	14	1	...	...	...	...	...	1	95 14 11		
329. Sharon	35	41	76	32	33	65	23	22	45	1	...	...	...	...	...	1	257 19 7	4 0 10	
330. Sherwood	142	115	257	129	95	224	113	74	187	1	...	...	2	1	1	5	584 16 6	4 17 11	
331. Southbrook	24	30	54	21	26	47	18	22	40	1	...	...	...	...	...	1	214 12 7	0 11 1	

332. Southport	139	141	280	114	122	236	95	98	193	1	...	...	2	...	2	5	566	18	7	7	0	4
333. Spring Creek	75	62	137	64	50	114	48	41	89	1	...	...	...	1	1	3	268	17	10			
334. Springside	50	48	98	46	43	89	36	35	71	1	...	...	...	1	1	3	248	12	9	0	4	1
335. Springsure	80	79	159	72	66	138	57	50	107	1	...	...	...	1	2	4	364	11	7	58	16	0
336. Spring Valley	20	36	56	19	32	51	16	26	42	1	...	...	...	...	...	1	174	11	5	1	5	0
337. Stafford	99	100	199	83	87	170	62	65	127	1	...	...	2	...	...	3	425	2	3	0	7	0
338. Stanthorpe	67	55	122	52	46	98	38	34	72	1	...	...	...	...	1	2	304	19	1	6	18	1
339. Stanwell	41	28	69	39	21	60	28	15	43	1	...	...	...	...	...	1	219	1	2			
340. St. George	82	96	178	67	80	147	52	61	113	1	...	...	1	...	1	3	436	14	1			
341. St. Lawrence	55	71	126	48	62	110	33	43	76	1	...	...	...	2	...	3	403	0	9	26	12	0
342. Sugarloaf	24	29	53	20	26	46	13	20	33	1	...	...	...	...	...	1	215	6	7			
343. Surat	56	33	89	51	27	78	41	20	61	1	...	...	...	...	1	2	286	2	6	44	5	0
344. Swan Creek	55	50	105	42	41	83	26	24	50	1	...	...	1	...	...	2	299	7	10	0	10	0
345. Swanfels	39	44	83	33	37	70	25	25	50	1	...	...	1	...	...	2	289	7	4	4	10	0
346. Tallebudgera	16	11	27	13	10	23	9	6	15	1	...	...	...	...	...	1	94	16	8			
347. Tallegalla	44	39	83	40	35	75	34	30	64	1	...	...	1	...	...	2	291	1	7	89	0	0
348. Tambo	68	56	124	48	36	84	34	25	59	1	...	...	...	...	1	2	284	17	0	17	17	6
349. Tarampa	51	55	106	50	49	99	46	43	89	1	...	...	1	...	...	2	374	12	9			
350. Taroom	54	51	105	45	46	91	36	40	76	1	...	...	1	...	...	2	327	0	7	6	6	0
351. Te Kowai	45	58	103	37	43	80	26	28	54	1	...	...	...	...	1	2	210	7	5	3	2	0
352. Templin	39	37	76	35	33	68	27	25	52	1	...	...	...	1	...	2	269	12	10	30	2	0
353. Tent Hill, Lower	39	24	63	32	16	48	20	11	31	1	...	...	...	...	...	1	171	8	8			
354. ,, Upper	30	30	60	28	25	53	19	16	35	1	...	...	...	...	...	1	116	18	11	0	18	0
355. Terrors Creek	43	48	91	35	37	72	28	31	59	1	...	...	1	...	...	2	309	6	7	96	14	6
356. Teviotville	61	64	125	54	55	109	39	36	75	1	...	...	1	...	...	2	339	14	0	96	9	0
357. Tewantin	46	37	83	41	30	71	32	24	56	1	...	...	1	...	...	2	255	9	9	27	2	6
358. Thargomindah	51	44	95	40	35	75	26	24	50	1	...	...	...	...	1	2	294	7	10	9	5	3
359. Thornborough	19	22	41	15	19	34	12	15	27	1	...	...	...	...	...	1	120	12	0	40	1	9
360. Thornton	26	16	42	23	13	36	15	10	25	1	...	...	...	...	...	1	165	14	8			
361. Thursday Island	60	52	112	47	41	88	38	34	72	1	...	...	...	...	1	2	303	6	9	3	0	0
362. Tiaro	95	85	180	82	74	156	56	50	106	1	...	...	1	...	2	4	385	6	7			
363. Tinana	128	110	238	111	87	198	90	67	157	1	1	...	...	...	2	4	464	8	6	19	17	3
364. Tingalpa	33	28	61	30	25	55	23	19	42	1	...	...	...	...	1	2	232	10	0	10	7	0
365. Tivoli	48	38	86	36	29	65	26	18	44	1	...	...	...	...	...	1	282	11	11	27	15	0
366. Toolburra South	18	15	33	16	12	28	10	8	18	...	...	1	...	...	...	1	74	17	10			
TOOWOOMBA—																						
367. East	343	277	620	224	176	400	171	130	301	1	2	...	3	1	1	8	973	1	3	5	14	6
368. Middle Ridge	106	112	218	94	96	190	75	84	159	1	...	...	3	...	...	4	556	17	6	44	19	6
369. North—Boys	490	...	490	386	...	386	301	...	301	1	2	...	1	4	...	8	945	11	7	2	12	4
370. ,, Girls and Infants	120	434	554	80	354	434	57	262	319	...	...	1	5	...	2	8	783	4	0			
371. South—Boys	278	...	278	211	...	211	165	...	165	1	1	...	...	3	...	5	759	9	2	13	17	6
372. ,, Girls	...	295	295	...	242	242	...	188	188	...	...	1	2	...	3	6	503	1	5			
373. ,, Infants	90	78	168	57	49	106	43	33	76	...	...	1	...	...	2	3	263	6	0			
374. Torbanlea	74	77	151	64	65	129	47	47	94	1	...	...	1	...	1	3	389	11	3	0	10	2
TOWNSVILLE—																						
375. Central—Boys	284	...	284	203	...	203	154	...	154	1	2	...	...	...	1	4	623	14	6	12	10	0
376. ,, Girls and Infants	79	291	370	45	251	296	28	176	204	...	...	1	3	...	2	6	686	13	8			
377. Mundingburrah	132	119	251	99	89	188	65	60	125	1	...	...	2	...	...	3	547	2	5	18	17	6
378. North	189	91	280	151	77	228	114	59	173	1	...	...	1	...	3	5	426	0	6	16	4	0
379. Ross Island	391	365	756	318	300	618	247	224	471	1	3	...	3	1	5	13	1,332	3	3	20	11	0
380. West	456	411	867	357	323	680	271	226	497	1	2	...	6	...	5	14	1,510	6	3	43	0	3
381. Tummaville	18	15	33	16	13	29	12	11	23	1	...	...	...	...	...	1	83	17	8	61	2	0
382. Umbirom	24	21	45	19	20	39	14	17	31	1	...	...	...	...	...	1	166	0	5	4	4	0
383. Urangan	38	26	64	32	19	51	22	14	36	1	...	...	...	...	...	1	196	14	1	91	16	6
384. Walkerston	110	107	217	95	94	189	77	75	152	1	...	...	1	...	2	4	452	1	4	25	0	0
385. Wallangarra	34	28	62	29	26	55	23	22	45	1	...	...	...	1	...	2	276	2	0	0	15	2
386. Walloon	46	38	84	36	31	67	26	21	47	1	...	...	...	...	1	2	255	17	7	22	15	0
387. Wallumbilla	55	60	115	43	52	95	30	37	67	1	...	...	...	1	1	3	290	10	10	2	18	0

Table C—*continued.*

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1899—*continued.*

Schools.	Attendance, 1899.									Staff of Instructors, 1899.							Expenditure, 1899.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£ s. d.	£ s. d.	
STATE SCHOOLS—*continued.*																			
388. Warner	30	33	63	26	27	53	21	18	39	1	...	...	...	...	...	1	211 3 1	21 4 0	
389. Warra	27	23	50	21	18	39	16	14	30	1	...	...	...	...	...	1	189 12 11		
390. Warrill Creek	41	27	68	36	23	59	29	17	46	1	...	...	...	...	...	1	209 10 10		
Warwick—																			
391. East	90	54	144	60	44	104	41	29	70	1	...	...	1	...	...	2	430 12 1	5 9 8	
392. West—Boys	286	...	286	232	...	232	169	...	169	1	...	...	1	3	...	5	755 4 9	27 18 9	
393. ,, Girls and Infants	71	268	339	44	198	242	27	130	157	...	...	1	1	...	4	6	483 18 7		
394. Waterford	57	71	128	52	65	117	37	45	82	1	...	...	1	1	...	3	433 17 9		
395. Watsonville...	30	27	57	25	25	50	22	22	44	1	...	...	...	...	...	1	289 4 8	4 0 0	
396 Wellington Point	62	49	111	51	40	91	43	33	76	1	...	...	1	...	...	2	334 10 1	8 4 0	
397. Westwood	37	57	94	31	49	80	19	32	51	1	...	...	1	...	...	2	306 12 2	4 9 2	
398. Wilsonton	84	79	163	72	66	138	57	50	107	1	...	...	1	1	...	3	442 17 4		
399. Winton	126	97	223	96	80	176	67	54	121	1	1	...	1	...	1	4	554 11 8	1,104 2 0	
400. Wivenhoe	10	4	14	10	4	14	9	3	12	...	...	1	...	...	...	1	64 15 7		
401. Woodford...	34	29	63	29	26	55	23	21	44	1	...	...	...	...	...	1	165 0 8	9 13 0	
402. Woodhill	42	32	74	27	25	52	22	20	42	1	...	...	...	...	...	1	165 19 6	2 10 0	
403. Woodview	27	30	57	22	26	48	15	19	34	1	...	...	...	...	...	1	163 13 10		
404. Woombye...	45	39	84	35	30	65	28	24	52	1	...	...	...	...	1	2	229 17 10	7 11 0	
405. Woongarra	29	38	67	21	28	49	13	20	33	1	...	...	...	...	...	1	194 0 0	7 5 3	
406. Wynnum	190	117	307	120	79	199	78	52	130	1	...	...	1	1	...	3	381 10 11	4 11 10	
407. Yaamba	14	6	20	9	6	15	7	5	12	...	...	1	...	...	...	1	86 3 10	8 0 0	
408. Yangan	73	58	131	61	48	109	48	38	86	1	...	...	1	...	...	2	334 18 9	0 11 6	
409. Yengarie	46	43	89	43	37	80	36	31	67	1	...	...	1	...	...	2	315 10 1		
410. Yeppoon	42	46	88	41	42	83	29	32	61	1	...	...	1	...	...	2	312 15 5	1 2 0	
411. Yeronga	110	125	235	91	101	192	69	72	141	1	...	...	1	2	...	4	540 12 10	60 1 2	
412. Yeulba	67	64	131	60	54	114	45	40	85	1	...	...	1	1	...	3	395 9 10	5 1 0	
413. Zillmere	67	71	138	55	62	117	40	48	88	1	...	...	1	...	1	3	406 3 6		
PROVISIONAL SCHOOLS.																			
1. Accommodation Creek	15	21	36	15	20	35	11	15	26	...	...	1	...	...	...	1	88 13 4		
2. Adavale	27	29	56	21	20	41	18	14	32	...	...	1	...	...	...	1	110 11 0		
3. Airdale	17	15	32	14	11	25	8	7	15	...	...	1	...	...	...	1	83 6 9		
4. Albionville	17	17	34	13	16	29	8	10	18	1	...	...	...	...	...	1	92 15 6		
5. Alligator Creek	12	16	28	10	15	25	7	11	18	...	...	1	...	...	...	1	69 19 8		
6. Aloomba	15	17	32	14	14	28	10	11	21	...	...	1	...	...	...	1	60 10 11	50 5 3	Opened 15th May, 1899.
7. Alton Downs	26	24	50	25	23	48	16	13	29	...	...	1	...	...	...	1	80 8 5		
8. Amby	41	32	73	34	26	60	24	19	43	1	...	...	1	...	...	2	201 5 4		
9. Anakie	20	22	42	19	21	40	15	17	32	1	...	...	...	...	...	1	120 6 2	0 5 6	
10. Anderleigh	11	14	25	9	11	20	8	10	18	1	...	...	...	...	...	1	98 6 7	5 2 6	

11. Angellala	13	6	19	12	6	18	12	5	17	...	...	1	...	...	...	1	87	10	1	...			Opened 23rd Jan., 1899.
12. Aramara	14	9	23	13	7	20	10	5	15	...	...	1	...	...	...	1	77	17	4	56	10	1	Opened 23rd Jan., 1899.
13. Arrilalah	10	13	23	8	9	17	6	7	13	...	...	1	...	...	...	1	92	15	0				
14. Atherton	20	18	38	13	14	27	10	10	20	1	...	...	...	...	...	1	111	2	0				
15. Atkinson's Lagoon	26	20	46	25	20	45	19	16	35	1	...	...	...	...	...	1	112	14	9				
16. Avondale	17	10	27	12	8	20	9	7	16	...	...	1	...	...	...	1	89	11	4				
17. Ayton	10	10	20	10	8	18	9	6	15	1	...	...	...	...	...	1	113	8	6				
18. Balmoral	10	14	24	5	11	16	4	9	13	...	...	1	...	...	...	1	83	10	4				
19. Barker's Creek	15	14	29	11	12	23	9	9	18	...	...	1	...	...	...	1	71	1	1				
20. Bathampton	27	39	66	20	32	52	16	27	43	...	...	1	...	...	...	1	100	17	0				
21. Bemersyde	14	10	24	14	9	23	11	8	19	...	...	1	...	...	...	1	75	6	3				
22. Beranga Bridge	9	5	14	6	4	10	6	3	9	1	...	...	...	...	...	1	49	5	11				
23. Bergen	41	24	65	38	23	61	28	17	45	1	...	...	...	...	...	1	97	11	7				
24. Bidwell	13	21	34	12	19	31	10	15	25	...	...	1	...	...	...	1	83	13	10				
25. Biggenden	36	27	63	31	23	54	21	16	37	1	...	...	...	...	...	1	97	0	7	443	10	0	Closed 31st Dec., 1899.
26. Biggenden Mines	17	11	28	15	9	24	8	6	14	...	...	1	...	...	...	1	77	4	3	45	0	0	
27. Bigriggan	10	9	19	9	8	17	6	5	11	...	...	1	...	...	...	1	60	13	0				
28. Bingera	11	7	18	9	6	15	8	3	11	...	...	1	...	...	...	1	71	2	10				
29. Birdsville	5	5	10	5	5	10	5	5	10	...	...	1	...	...	...	1	16	2	1	...			Opened 14th Aug., 1899.
30. Blackall Range	7	9	16	6	8	14	4	5	9	...	...	1	...	...	...	1	66	8	1				
31. Blackbutt	19	10	29	17	10	27	12	7	19	...	...	1	...	...	...	1	73	5	8				
32. Blackfellow's Creek	44	30	74	34	22	56	25	14	39	...	...	1	...	...	...	1	104	1	1				
33. Blackwater	30	22	52	24	19	43	19	15	34	1	...	...	...	...	...	1	113	17	9				
34. Blair Athol	27	26	53	22	15	37	12	16	28	...	...	1	...	...	...	1	93	6	7				
35. Blaxland	9	12	21	9	8	17	6	6	12	...	...	1	...	...	...	1	71	15	3				
36. Bollier	12	9	21	11	9	20	8	7	15	...	...	1	...	...	...	1	73	7	4				
37. Bollon	26	27	53	19	20	39	16	15	31	1	...	...	...	...	...	1	131	12	2				
38. Bona Vista	10	11	21	8	11	19	6	8	14	...	...	1	...	...	...	1	34	11	8	46	5	4	Opened 14th Aug., 1899.
39. Bondoola	7	2	9	7	2	9	6	1	7	...	...	1	...	...	...	1	45	3	2				
40. Booie	24	21	45	22	18	40	16	13	29	...	...	1	...	...	...	1	84	7	4	80	0	0	
41. Boolboonda	20	17	37	18	16	34	6	9	15	...	...	1	...	...	...	1	73	6	0				
42. Boolburra	18	14	32	16	10	26	13	5	18	1	...	...	...	...	...	1	104	11	5				
43. Boundary	8	16	24	7	16	23	6	12	18	1	...	...	...	...	...	1	93	3	8				
44. Bowenville	16	18	34	15	17	32	14	15	29	...	...	1	...	...	...	1	83	6	11	27	7	7	
45. Branch Creek	16	25	41	14	13	27	9	9	18	...	...	1	...	...	...	1	73	6	6				
46. Brassall	63	51	114	58	48	106	47	38	85	1	...	...	1	1	...	3	88	9	0	...			Became State 10th July, 1899.
47. Brigalow Gully	14	11	25	12	11	23	11	9	20	...	...	1	...	...	...	1	76	13	0				
48. Bromelton	19	24	43	16	20	36	10	12	22	...	...	1	...	...	...	1	83	3	8				
49. Brooyar	8	16	24	7	14	21	5	10	15	...	...	1	...	...	...	1	73	16	9	11	15	0	
50. Brown's Plains	13	7	20	11	5	16	9	4	13	...	...	1	...	...	...	1	48	16	5				
51. Broxburn	9	15	24	9	14	23	8	11	19	...	...	1	...	...	...	1	73	15	2				
52. Bucca Crossing	38	32	70	35	28	63	20	16	36	1	...	...	...	...	...	1	113	7	4				
53. Bunburra	17	21	38	15	19	34	11	13	24	1	...	...	...	...	...	1	94	19	11				
54. Bundall	31	28	59	21	23	44	15	17	32	1	...	...	...	...	...	1	114	15	11				
55. Bunya Creek	18	11	29	15	10	25	9	6	15	...	...	1	...	...	...	1	62	1	3	26	8	6	
56. Burpengary	12	13	25	9	11	20	7	8	15	1	...	...	...	...	...	1	95	17	5				
57. Bustard Head	7	6	13	5	4	9	5	2	7	...	...	1	...	...	...	1	32	17	11				
58. Byrnestown	27	19	46	22	15	37	12	8	20	...	...	1	...	...	...	1	84	17	7	82	12	0	
59. Caloundra	6	7	13	5	6	11	4	4	8	...	...	1	...	...	...	1	26	10	3	...			Opened 8th Mar., 1899.
60. Camboon	9	4	13	9	4	13	8	4	12	...	...	1	...	...	...	1	55	0	1	...			Opened 12th Mar., 1899.
61. Cambooya	19	13	32	17	12	29	13	8	21	1	...	...	...	...	...	1	101	6	0	80	0	0	
62. Camooweal	11	17	28	9	17	26	8	14	22	1	...	...	...	...	...	1	149	4	6				
63. Cania	11	11	22	9	8	17	6	7	13	1	...	...	...	...	...	1	113	11	9				
64. Canungera, Lower	5	7	12	5	6	11	4	4	8	...	...	1	...	...	...	1	27	10	8				
65. Canungera, Upper	20	13	33	15	9	24	11	6	17	...	...	1	...	...	...	1	73	0	1				
66. Canning Creek	13	5	18	12	5	17	10	5	15	1	...	...	...	...	...	1	102	18	11				
67. Cannon Vale	7	11	18	6	9	15	5	7	12	1	...	...	...	...	...	1	93	10	9				
68. Capella	42	39	81	36	35	71	28	25	53	1	...	...	1	...	...	2	203	13	8				
69. Cape Moreton	8	8	16	6	6	12	5	5	10	...	...	1	...	...	...	1	43	1	2				
70. Cardbeign	18	16	34	16	15	31	11	11	22	...	...	1	...	...	...	1	94	12	9				

Table C—*continued.*

List of State Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1899—*continued.*

Schools.	Attendance, 1899.									Staff of Instructors, 1899.							Expenditure, 1899.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£ s. d.	£ s. d.	
STATE SCHOOLS—*continued.*																			
388. Warner	30	33	63	26	27	53	21	18	39	1	...	...	...	...	...	1	211 3 1	21 4 0	
389. Warra	27	23	50	21	18	39	16	14	30	1	...	...	...	...	...	1	189 12 11		
390. Warrill Creek	41	27	68	36	23	59	29	17	46	1	...	...	...	...	...	1	209 10 10		
Warwick—																			
391. East	90	54	144	60	44	104	41	29	70	1	...	...	1	...	...	2	430 12 1	5 9 8	
392. West—Boys	286	...	286	232	...	232	169	...	169	1	...	...	1	3	...	5	755 4 9	27 18 9	
393. ,, Girls and Infants	71	268	339	44	198	242	27	130	157	...	...	1	1	...	4	6	483 18 7		
394. Waterford	57	71	128	52	65	117	37	45	82	1	...	...	1	1	...	3	433 17 9		
395. Watsonville	30	27	57	25	25	50	22	22	44	1	...	...	...	...	...	1	289 4 8	4 0 0	
396 Wellington Point	62	49	111	51	40	91	43	33	76	1	...	...	1	...	...	2	334 10 1	8 4 0	
397. Westwood	37	57	94	31	49	80	19	32	51	1	...	...	1	...	...	2	306 12 2	4 9 2	
398. Wilsonton	84	79	163	72	66	138	57	50	107	1	...	...	1	1	...	3	442 17 4		
399. Winton	126	97	223	96	80	176	67	54	121	1	1	...	1	...	1	4	554 11 8	1,104 2 0	
400. Wivenhoe	10	4	14	10	4	14	9	3	12	...	...	1	...	...	...	1	64 15 7		
401. Woodford	34	29	63	29	26	55	23	21	44	1	...	...	...	...	...	1	165 0 8	9 13 0	
402. Woodhill	42	32	74	27	25	52	22	20	42	1	...	...	...	...	...	1	165 19 6	2 10 0	
403. Woodview	27	30	57	22	26	48	15	19	34	1	...	...	...	...	...	1	163 13 10		
404. Woombye	45	39	84	35	30	65	28	24	52	1	...	...	...	...	1	2	229 17 10	7 11 0	
405. Woongarra	29	38	67	21	28	49	13	20	33	1	...	...	...	...	...	1	194 0 0	7 5 3	
406. Wynnum	190	117	307	120	79	199	78	52	130	1	...	...	1	1	...	3	381 10 11	4 11 10	
407. Yaamba	14	6	20	9	6	15	7	5	12	...	...	1	...	...	...	1	86 3 10	8 0 0	
408. Yangan	73	58	131	61	48	109	48	38	86	1	...	...	1	...	...	2	334 18 9	0 11 6	
409. Yengarie	46	43	89	43	37	80	36	31	67	1	...	...	1	...	...	2	315 10 1		
410. Yeppoon	42	46	88	41	42	83	29	32	61	1	...	...	1	...	...	2	312 15 5	1 2 0	
411. Yeronga	110	125	235	91	101	192	69	72	141	1	...	...	1	2	...	4	540 12 10	60 1 2	
412. Yeulba	67	64	131	60	54	114	45	40	85	1	...	...	1	1	...	3	395 9 10	5 1 0	
413. Zillmere	67	71	138	55	62	117	40	48	88	1	...	...	1	...	1	3	406 3 6		
PROVISIONAL SCHOOLS.																			
1. Accommodation Creek	15	21	36	15	20	35	11	15	26	...	...	1	...	...	...	1	88 13 4		
2. Adavale	27	29	56	21	20	41	18	14	32	...	...	1	...	...	...	1	110 11 0		
3. Airdale	17	15	32	14	11	25	8	7	15	...	...	1	...	...	...	1	83 6 9		
4. Albionville	17	17	34	13	16	29	8	10	18	1	...	...	...	...	...	1	92 15 6		
5. Alligator Creek	12	16	28	10	15	25	7	11	18	...	...	1	...	...	...	1	69 19 8		
6. Aloomba	15	17	32	14	14	28	10	11	21	...	...	1	...	...	...	1	60 10 11	50 5 3	Opened 15th May, 1899.
7. Alton Downs	26	24	50	25	23	48	16	13	29	...	...	1	...	...	...	1	80 8 5		
8. Amby	41	32	73	34	26	60	24	19	43	1	...	...	1	...	...	2	201 5 4		
9. Anakie	20	22	42	19	21	40	15	17	32	1	...	...	...	...	...	1	120 6 2	0 5 6	
10. Anderleigh	11	14	25	9	11	20	8	10	18	1	...	...	...	...	...	1	98 6 7	5 2 6	

112. Djuan	18	23	41	18	22	40	13	15	28	1	...	...	...	...	...	1	104 12 3		
113. Doctor's Creek	18	36	54	16	30	46	9	18	27	1	...	...	...	...	...	1	113 13 0	200 0 0	
114. Domville	13	7	20	12	7	19	9	4	13	...	...	1	...	...	...	1	49 3 10		
115. Donnybrook	15	11	26	14	10	24	10	8	18	1	...	...	...	...	...	1	123 9 0	5 0 0	
116. Doongal, Lower	11	7	18	9	6	15	6	5	11	...	...	1	...	...	...	1	70 4 8		
117. Double Island Point	5	3	8	5	3	8	4	3	7	...	...	1	...	...	...	1	31 17 1		
118. Douglas Creek	10	13	23	9	11	20	7	9	16	1	...	...	...	...	...	1	103 4 10		
119. Dow's Creek	14	16	30	10	12	22	5	7	12	...	...	1	...	...	...	1	73 16 3		
120. Drillham	14	9	23	13	9	22	12	8	20	...	...	1	...	...	...	1	29 8 2	...	Opened 28th August, 1899.
121. Drummer's Creek	16	16	32	13	14	27	10	10	20	...	...	1	...	...	...	1	73 3 2		
122. Dry Paddock	12	7	19	11	6	17	8	4	12	...	...	1	...	...	...	1	67 11 10		
123. Duaringa	48	38	86	32	26	58	24	19	43	...	...	1	...	...	...	1	94 7 5	...	Became State, 23rd Nov., 1899.
124. Duingal	15	12	27	10	9	19	6	6	12	...	...	1	...	...	...	1	62 13 9		
125. Dulong	14	9	23	11	7	18	7	5	12	...	...	1	...	...	...	1	72 13 9		
126. Dundas	19	11	30	19	10	29	14	8	22	...	...	1	...	...	...	1	73 8 11		
127. Dundowran	12	18	30	11	16	27	7	11	18	...	...	1	...	...	...	1	74 7 3	2 3 5	
128. Dunmora	9	9	18	8	9	17	6	6	12	1	...	...	...	...	...	1	92 3 9		
129. Dunmora Central	15	12	27	14	11	25	12	10	22	1	...	...	...	...	...	1	98 15 6	1 10 0	Opened 23rd Jan., 1899.
130. Durham	14	9	23	7	7	14	5	4	9	...	...	1	...	...	...	1	88 0 11		
131. Durundur	7	9	16	6	9	15	5	7	12	...	...	1	...	...	...	1	62 11 2		
132. Elbow Valley	22	19	41	19	16	35	12	11	23	...	...	1	...	...	...	1	79 0 4	4 0 0	
133. Electra	14	11	25	11	9	20	9	7	16	...	...	1	...	...	...	1	47 16 5		
134. Elgin Vale	5	10	15	4	10	14	4	10	14	...	...	1	...	...	...	1	54 9 2	64 0 0	Opened 1st May, 1899.
135. Ellangowan	12	8	20	9	6	15	6	5	11	...	...	1	...	...	...	1	67 1 8		
136. Elphinstone	8	12	20	7	11	18	5	8	13	...	...	1	...	...	...	1	72 14 4		
137. Eromanga	12	13	25	11	11	22	8	6	14	...	...	1	...	...	...	1	103 14 4		
138. Etna Creek	11	16	27	10	15	25	8	12	20	...	...	1	...	...	...	1	80 12 6		
139. Eton Vale	15	12	27	14	8	22	10	8	18	1	...	...	...	...	...	1	82 5 10		
140. Eudlo	22	26	48	19	23	42	14	16	30	...	...	1	...	...	...	1	83 7 10		
141. Eulo	22	24	46	19	20	39	13	15	28	1	...	...	...	...	...	1	133 12 10		
142. Eumundi	29	30	59	24	27	51	14	18	32	1	...	...	...	...	...	1	89 18 4		
143. Eungella	6	8	14	5	8	13	4	7	11	1	...	...	...	...	...	1	97 13 10		
144. Euthulla	25	15	40	23	14	37	17	11	28	...	...	1	...	...	...	1	91 2 5	21 13 7	
145. Evelyn Scrub	12	8	20	10	8	18	8	7	15	...	...	1	...	...	...	1	82 19 6		
146. Evergreen	12	16	28	10	15	25	7	9	16	...	...	1	...	...	...	1	74 6 2		
147. Evlinton	17	16	33	13	13	26	10	10	20	1	...	...	...	...	...	1	103 11 3		
148. Fairhill	9	17	26	7	14	21	5	12	17	...	...	1	...	...	...	1	75 19 0		
149. Fairney View	23	21	44	23	19	42	15	12	27	1	...	...	...	...	...	1	104 6 10	18 8 0	
150. Fairymead	22	31	53	16	23	39	11	13	24	...	...	1	...	...	...	1	83 15 2	7 10 0	
151. Ferndale	13	11	24	11	11	22	8	9	17	...	...	1	...	...	...	1	72 0 6		
152. Flagstone Creek	25	27	52	22	24	46	17	19	36	1	...	...	...	...	...	1	114 4 4		
153. Flat Top	...	4	4	...	4	4	...	3	3	...	...	1	...	...	...	1	23 11 1	4 0 0	
154. Flying Fish Point	5	7	12	5	6	11	5	6	11	...	...	1	...	...	...	1	50 15 4	...	Opened 23rd Jan., 1899.
155. Fordsdale	15	18	33	12	16	28	9	12	21	1	...	...	...	...	...	1	96 7 0		
156. Freshwater	22	19	41	18	17	35	11	9	20	1	...	...	...	...	...	1	115 11 3		
157. Gilbert River	6	9	15	6	7	13	4	6	10	1	...	...	...	...	...	1	81 14 9	...	Opened 8th May, 1899.
158. Gindie	16	16	32	15	16	31	12	12	24	...	...	1	...	...	...	1	96 15 6		
159. Girofla	17	13	30	15	8	23	12	5	17	1	...	...	...	...	...	1	117 14 0		
160. Givelda	13	12	25	10	10	20	7	6	13	1	...	...	...	...	...	1	92 16 10		
161. Gladfield	14	19	33	15	16	31	8	11	19	...	...	1	...	...	...	1	78 9 4		
162. Glastonbury Creek	19	15	34	14	13	27	10	9	19	1	...	...	...	...	...	1	78 7 9		
163. Glenaven	14	17	31	12	15	27	9	11	20	1	...	...	...	...	...	1	104 4 7		
164. Gleneagle	15	18	33	11	14	25	8	8	16	1	...	...	...	...	...	1	30 16 8		
165. Glengallan	12	16	28	9	13	22	7	10	17	1	...	...	...	...	...	1	93 3 5		
166. Glenlyon	7	8	15	6	6	12	6	6	12	...	...	1	...	...	...	1	45 1 5	...	Opened 1st May, 1899.
167. Goganjo	15	11	26	12	10	22	9	7	16	1	...	...	...	...	...	1	92 11 5		
168. Goondi	15	12	27	13	11	24	10	8	18	...	...	1	...	...	...	1	83 1 8	7 16 0	
169. Goondiwindi East	21	17	38	17	16	33	13	14	27	1	...	...	...	...	...	1	114 7 6	8 16 0	
170. Gootchie	16	14	30	12	12	24	9	9	18	...	...	1	...	...	...	1	74 5 7		
171. Gowrie Estate	29	27	56	22	19	41	15	13	28	1	...	...	...	...	...	1	105 9 1		

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1899—*continued.*

Schools.	Attendance, 1899.									Staff of Instructors, 1899.							Expenditure, 1899.						Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.			Building, Furnishing, and Repairs.			
										Males.		Females.											
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.		£	s.	d.	£	s.	d.	
PROVISIONAL SCHOOLS —*continued.*																							
172. Grantham Scrub	18	21	39	16	20	36	11	12	23	...	...	1	...	...	...	1	85	0	0				
173. Grass Tree	11	5	16	6	3	9	6	3	9	...	...	1	...	...	...	1	60	5	11				
174. Greenbank	9	10	19	9	9	18	6	7	13	...	...	1	...	...	...	1	72	16	2				
175. Gregor's Creek	19	9	28	18	8	26	14	7	21	1	...	...	...	...	...	1	101	1	7				
176. Grosvenor Flat	13	13	26	12	12	24	6	9	15	1	...	...	...	...	...	1	85	4	3				
177. Gunalda	19	18	37	18	16	34	14	11	25	...	...	1	...	...	...	1	83	1	8	80	0	0	
178 Gundiah	20	17	37	16	16	32	11	13	24	...	...	1	...	...	...	1	75	4	8				
179. Habana	22	17	39	19	16	35	13	11	24	1	...	...	...	...	...	1	103	6	2				
180. Hamilton	13	8	21	12	8	20	10	6	16	...	...	1	...	...	...	1	21	1	8	80	0	0	Opened 11th Sept., 1899.
181. Hampden	35	22	57	21	20	41	14	13	27	...	...	1	...	...	...	1	74	12	7	3	1	7	
182. Helidon Scrub	22	24	46	17	22	39	9	13	22	...	...	1	...	...	...	1	90	5	3				
183. Hessenburg	22	23	45	18	17	35	12	10	22	1	...	...	...	...	...	1	103	19	3				
184. Hill Top	9	17	26	8	15	23	6	12	18	1	...	...	...	...	...	1	93	4	6				
185. Hill View	11	16	27	11	16	27	7	13	20	1	...	...	...	...	...	1	19	7	0	81	8	0	Opened 16th Oct., 1899.
186. Homestead	14	19	33	11	15	26	9	10	19	1	...	...	...	...	...	1	113	19	0				
187. Hopetoun	25	28	53	23	24	47	17	17	34	...	...	1	...	...	...	1	90	7	2				
188. Hughenden North	17	9	26	15	8	23	11	5	16	...	...	1	...	...	...	1	89	11	1				
189. Humpy Bong	9	11	20	8	9	17	7	7	14	...	...	1	...	...	...	1	72	11	10				
190. Hungerford	13	10	23	11	9	20	9	8	17	...	...	1	...	...	...	1	107	3	8				
191. Ilfracombe	39	60	99	33	41	74	21	22	43	1	...	...	...	...	...	1	213	0	5	560*	0	0	Closed 31st Dec., 1899.
192. Imbil	6	13	19	6	13	19	4	11	15	...	...	1	...	...	...	1	72	12	2				
193. Irvingdale	18	20	38	15	16	31	9	10	19	...	...	1	...	...	...	1	76	7	5				
194. Isis Central Mill	18	28	46	13	22	35	8	15	23	1	...	...	...	...	...	1	105	0	11	30	0	0	Opened 23rd Jan., 1899.
195. Isis, South	20	27	47	14	25	39	10	19	29	1	...	...	...	...	...	1	111	2	0	26	11	9	
196. Ivory's Creek	23	16	41	21	14	35	13	10	23	...	...	1	...	...	...	1	77	3	7				
197. Jackson	27	27	54	20	22	42	14	16	80	...	...	1	...	...	...	1	94	1	2				
198. Jimboomba	24	26	50	20	22	42	14	16	30	1	...	...	...	...	...	1	112	5	11	10	0	0	
199. Jimboomba Timber Reserve	11	11	22	10	9	19	7	9	16	...	...	1	...	...	...	1	59	9	11	44	6	8	Opened 4th April, 1899.
200. Jimbour	18	16	34	16	14	30	12	12	24	1	...	...	...	...	...	1	102	17	10				
201. Jondowaie	17	15	32	14	13	27	9	9	18	...	...	1	...	...	...	1	80	2	8				
202. Junction Creek	6	8	14	3	7	10	2	6	8	1	...	...	...	...	...	1	89	9	5				
203. Kalbar	9	15	24	9	13	22	8	10	18	...	...	1	...	...	...	1	73	14	5	25	15	1	
204. Kanighan	11	14	25	9	9	18	7	7	14	1	...	...	...	...	...	1	98	10	11				
205. Kedron, Upper	8	16	24	7	14	21	5	11	16	...	...	1	...	...	...	1	73	0	6				
206. Kelsey Creek	12	13	25	10	11	21	8	10	18	...	...	1	...	...	...	1	72	15	8				
207. Kerry	18	13	31	15	12	27	10	8	18	...	...	1	...	...	...	1	71	6	7				
208. Kilkivan Junction	16	9	25	14	7	21	11	4	15	1	...	...	...	...	...	1	92	14	2	4	18	5	
209. Kincora	11	11	22	8	10	18	5	8	13	...	...	1	...	...	...	1	72	10	3				
210. Kingbombie	10	10	20	9	10	19	7	8	15	...	...	1	...	...	...	1	67	0	6				
211. King's Creek	35	31	66	27	25	52	16	16	32	1	...	...	...	...	...	1	113	6	8				
212. King's Tent	7	12	19	7	12	19	8	11	14	1	...	...	...	...	...	1	15	6	6	79	14	0	Opened 6th Nov., 1899.

213. Kirk River	15	13	28	12	12	24	8	9	17	...	...	1	...	...	...	1	83	11	0				
214. Knapp's Creek	12	13	25	9	10	19	7	7	14	...	...	1	...	...	...	1	72	15	3				
215. Kobble Creek	19	15	34	15	14	29	10	10	20	...	...	1	...	...	...	1	74	14	2				
216. Kogan	5	8	13	4	6	10	3	4	7	1	...	...	...	...	...	1	40	19	5				
217. Kooroongarra, South	7	11	18	7	9	16	6	8	14	...	...	1	...	...	...	1	73	3	0				
218. Kunioon	22	13	35	16	7	23	9	4	13	1	...	...	...	...	...	1	81	9	11				
219. Kynuna	25	13	38	19	11	30	14	9	23	1	...	...	...	...	...	1	95	5	7	161	9	5	Opened 12th June, 1899.
220. Lacey's Creek	14	16	30	12	13	25	8	10	18	...	...	1	...	...	...	1	73	15	1				
221. Lagoon Creek	20	17	37	16	14	30	12	11	23	...	...	1	...	...	...	1	84	3	10				
222. Lagoon Flat	20	19	39	20	17	37	13	13	26	...	...	1	...	...	...	1	89	3	8	19	15	0	
223. Lagoon Pocket	34	25	59	31	23	54	21	16	37	1	...	...	...	...	...	1	113	8	3				
224. Landsborough	28	10	38	23	9	32	17	8	25	1	...	...	...	...	...	1	103	9	0				
225. Laura	19	17	36	16	15	31	13	13	26	1	...	...	...	...	...	1	115	10	7				
226. Lilyvale	22	23	45	12	13	25	8	7	15	...	...	1	...	...	...	1	78	11	8				
227. Limestone Ridges	13	15	28	12	13	25	8	9	17	...	...	1	...	...	...	1	73	12	7				
228. Littabella Creek	8	7	15	8	7	15	8	6	14	...	...	1	...	...	...	1	16	2	3	80	0	0	Opened 13th Oct., 1899.
229. Lockyer	8	11	19	7	10	17	7	8	15	...	...	1	...	...	...	1	73	1	10				
230. Logan Reserve	19	16	35	18	16	34	12	8	20	...	...	1	...	...	...	1	83	8	6				
231. ,, Village	23	25	48	21	20	41	14	14	28	...	...	1	...	...	...	1	83	14	2				
232. Lucinda Point	12	13	25	10	13	23	9	11	20	...	...	1	...	...	...	1	82	5	11				
233. Macalister	22	14	36	17	12	29	13	11	24	1	...	...	...	...	...	1	104	1	8				
234. McDonald's Flat	35	16	51	27	13	40	19	9	28	1	...	...	...	...	...	1	97	7	3				
235. McKinlay	19	21	40	16	19	35	15	16	31	...	...	1	...	...	...	1	120	13	4				
236. Macknade	18	19	37	17	18	35	13	12	25	...	...	1	...	...	...	1	67	12	1				
237. Macrossan Bridge	17	20	37	14	18	32	10	12	22	...	...	1	...	...	...	1	86	14	6				
238. Maleny	5	16	21	5	12	17	4	10	14	...	...	1	...	...	...	1	75	4	2				
239. Mapleton	12	8	20	11	8	19	8	7	15	...	...	1	...	...	...	1	38	5	2	...			Opened 17th July, 1899.
240. Marblestone	15	8	23	15	7	22	14	7	21	1	...	...	...	...	...	1	111	7	6	50	0	0	Opened 23rd Jan., 1899.
241. Mareeba Gold Field	17	17	34	15	15	30	12	13	25	...	...	1	...	...	...	1	94	1	11				
242. Maroon	19	18	37	18	15	33	13	11	24	1	...	...	...	...	...	1	98	13	1				
243. Martintown	12	12	24	8	10	18	5	7	12	...	...	1	...	...	...	1	73	3	6				
244. Marton	13	9	22	11	7	18	9	6	15	1	...	...	...	...	...	1	103	8	11				
245. Maudsland	24	17	41	18	13	31	11	9	20	1	...	...	...	...	...	1	101	0	6				
246. Merinda	36	34	70	30	28	58	21	20	41	...	...	1	...	...	...	1	101	1	8				
247. Merryvale	16	14	30	14	12	26	10	8	18	1	...	...	...	...	...	1	89	6	5	20	4	10	
248. Miara	10	14	24	10	14	24	9	11	20	...	...	1	...	...	...	1	77	16	9	50	0	0	Opened 23rd Jan., 1899.
249. Milford	25	27	52	22	25	47	17	17	34	1	...	...	...	...	...	1	112	8	7				
250. Milsted	17	15	32	14	13	27	11	10	21	...	...	1	...	...	...	1	75	6	4				
251. Mingo	8	11	19	6	9	15	3	8	11	1	...	...	...	...	...	1	84	10	6				
252. Miriam Vale	24	22	46	20	21	41	13	13	26	...	...	1	...	...	...	1	83	6	6				
253. Miva	9	9	18	8	9	17	5	7	12	...	...	1	...	...	...	1	83	17	0				
254. Mocatty's Corner	10	8	18	9	8	17	6	5	11	...	...	1	...	...	...	1	73	3	2				
255. Monal	57	41	98	38	24	62	24	16	40	...	...	1	...	...	...	1	139	15	1				
256. Monkey Waterholes	30	22	52	26	19	45	17	13	30	1	...	...	...	...	...	1	113	1	11				
257. Moolboolaman	10	14	24	10	13	23	5	10	15	...	...	1	...	...	...	1	66	16	9				
258. Mooloolah	10	7	17	7	7	14	5	6	11	...	...	1	...	...	...	1	67	19	6				
259. Mooloolah Plains	14	12	26	10	10	20	8	6	14	...	...	1	...	...	...	1	65	4	1				
260. Moombra	11	16	27	8	13	21	6	10	16	1	...	...	...	...	...	1	92	16	3				
261. Moorang	16	16	32	15	15	30	9	10	19	1	...	...	...	...	...	1	98	0	11				
262. Moorlands	11	12	23	9	10	19	7	8	15	1	...	...	...	...	...	1	93	19	11				
263. Moss View	13	14	27	10	12	22	7	8	15	...	...	1	...	...	...	1	78	11	5				
264. Mount Alford	26	14	40	23	13	36	15	7	22	...	...	1	...	...	...	1	84	0	9				
265. Mount Berryman	14	20	34	13	18	31	7	12	19	...	...	1	...	...	...	1	79	18	4	82	3	2	
266. Mount Bopple	24	25	49	21	20	41	12	11	23	1	...	...	...	...	...	1	102	19	11				
267. Mount Britten	6	10	16	6	9	15	5	8	13	1	...	...	...	...	...	1	50	9	6				
268. Mount Campbell	11	9	20	10	8	18	8	7	15	1	...	...	...	...	...	1	80	19	2				
269. Mount Cotton	25	20	45	22	19	41	18	15	33	1	...	...	...	...	...	1	109	0	3	26	3	2	
270. Mount Darry	12	17	29	11	16	27	8	11	19	...	...	1	...	...	...	1	33	14	5	...			Opened 28th Aug., 1899.
271. Mount Forbes	13	21	34	12	20	32	11	18	29	1	...	...	...	...	...	1	103	3	6				
272. Mount French	19	13	32	18	12	30	13	8	21	...	...	1	...	...	...	1	82	15	4				

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance during 1899—*continued.*

Schools.	Attendance, 1899.									Staff of Instructors, 1899.							Expenditure, 1899.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																	£ s. d.	£ s. d.	
273. Mount Hedlow	18	17	35	17	16	33	13	13	26	1	...	...	...	...	...	1	96 19 3		
274. Mount Janet	13	4	17	13	4	17	10	3	13	...	...	1	...	...	...	1	73 9 10		
275. Mount Larcombe	8	11	19	7	9	16	5	7	12	...	...	1	...	...	...	1	74 3 1		
276. Mount Leyshon	10	16	26	9	14	23	7	12	19	1	...	...	...	...	...	1	103 2 3		
277. Mountside	16	12	28	12	10	22	9	6	15	...	...	1	...	...	...	1	73 13 4		
278. Mount Shamrock	18	7	25	17	7	24	13	6	19	1	...	...	...	...	...	1	87 13 6	6 0 0	
279. Mount Sylvia	32	35	67	28	33	61	21	23	44	1	...	...	...	...	...	1	114 13 1		
280. Mount View	4	8	12	4	8	12	4	8	12	...	...	1	...	...	...	1	57 3 8	...	Opened 15th Mar., 1899.
281. Mount Whitestone	26	31	57	22	28	50	17	20	37	1	...	...	...	...	...	1	113 17 1	85 6 0	
282. Muckadilla	15	17	32	11	11	22	8	7	15	1	...	...	...	...	...	1	104 2 0		
283. Mudgeraba	9	10	19	9	10	19	7	8	15	...	...	1	...	...	...	1	75 16 7		
284. Mudgeraba, Lower	18	16	34	14	13	27	10	9	19	...	...	1	...	...	...	1	82 19 1		
285. Mulga	15	17	32	14	16	30	11	12	23	...	...	1	...	...	...	1	84 2 9		
286. Mulgrave	54	49	103	41	36	77	23	19	42	1	...	...	...	...	...	1	123 15 11		
287. Mundoo	14	19	33	11	13	24	8	9	17	1	...	...	...	...	...	1	103 5 2		
288. Mungindi	20	18	38	14	14	28	11	10	21	1	...	...	...	...	...	1	119 18 6	24 0 0	
289. Mungore	21	21	42	19	20	39	14	13	27	...	...	1	...	...	...	1	83 7 1		
290. Munna Creek	22	19	41	22	18	40	16	13	29	...	...	1	...	...	...	1	82 11 10		
291. Murray River	7	7	14	5	7	12	4	6	10	1	...	...	...	...	...	1	93 0 1		
292. Nankin Junction	14	11	25	13	11	24	11	9	20	...	...	1	...	...	...	1	57 15 5	80 0 0	Opened 19th April, 1899.
293. Neardie	5	8	13	4	6	10	2	6	8	...	...	1	...	...	...	1	43 3 3		
294. Nebo	15	19	34	14	18	32	11	13	24	...	...	1	...	...	...	1	94 6 5		
295. Nerang, Upper	34	16	50	27	15	42	18	10	28	...	...	1	...	...	...	1	82 16 10		
296. Neurum Creek	14	21	35	12	18	30	9	14	23	...	...	1	...	...	...	1	77 2 10		
297. Neusa Vale	3	5	8	3	5	8	3	5	8	...	...	1	...	...	...	1	28 14 2	...	Opened 14th Aug., 1899.
298. Newton (Esk)	21	10	31	18	10	28	11	6	17	1	...	...	...	...	...	1	65 7 0	1 0 0	
299. New Zealand Gully	16	16	32	13	13	26	10	11	21	1	...	...	...	...	...	1	104 7 9		
300. Nigger Creek	17	15	32	15	13	28	13	10	23	...	...	1	...	...	...	1	93 19 10		
301. Nindaroo	14	13	27	11	11	22	9	8	17	...	...	1	...	...	...	1	68 1 9	80 0 0	Opened 27th Feb., 1899.
302. Nobby	23	23	46	21	22	43	14	16	30	...	...	1	...	...	...	1	88 17 10		
303. Normanby Gold Field	15	16	31	11	11	22	7	9	16	1	...	...	...	...	...	1	104 13 6		
304. North Baffle Creek	13	11	24	12	10	22	11	9	20	1	...	...	...	...	...	1	108 2 3		
305. Northcote	11	15	26	8	11	19	5	8	13	1	...	...	...	...	...	1	103 17 4	11 5 6	
306. North Eton	24	17	41	23	15	38	16	10	26	...	...	1	...	...	...	1	94 10 9		
307. North Maclean	8	15	23	8	15	23	6	12	18	...	...	1	...	...	...	1	73 1 0		
308. Oakview	6	7	13	6	7	13	5	6	11	...	...	1	...	...	...	1	31 11 3		
309. Obum Obum	26	9	35	23	5	28	19	3	22	1	...	...	...	...	...	1	107 12 6	47 19 9	Opened 23rd Jan., 1899.
310. O'Mara's Bridge	19	16	35	14	14	28	11	12	23	...	...	1	...	...	...	1	79 17 8		
311. Ormeau	9	22	31	6	14	20	5	10	15	1	...	...	...	...	...	1	92 12 11		
312. Paddock Swamp	11	12	23	10	11	21	8	8	16	...	...	1	...	...	...	1	78 17 3	14 11 2	
313. Palen Creek	15	19	34	11	15	26	6	8	14	...	...	1	...	...	...	1	78 2 1		
314. Paradise	36	19	55	39	16	55	22	11	33	1	...	...	...	...	...	1	134 3 11		

315. Park Ridge	10	18	28	7	12	19	5	10	15	...	...	1	...	...	...	1	72	19	3	32	0	0	
316. Parson's Point	25	18	43	17	14	31	12	10	22	1	...	...	...	...	...	1	86	15	1				
317. Peachester	7	11	18	5	10	15	3	7	10	...	...	1	...	...	...	1	68	14	1				
318. Pechey	11	17	28	7	12	19	6	9	15	1	...	...	...	...	...	1	92	15	11				
319. Pentland	39	39	78	33	30	63	29	26	55	1	...	...	1	...	...	2	224	18	3				
320. Perseverance Creek	17	17	34	15	13	28	11	9	20	1	...	...	...	...	...	1	95	5	5	3	0	0	
321. Pie Creek	26	21	47	20	16	36	14	8	22	1	...	...	..	...	...	1	97	0	0				
322. Pilton	6	4	10	5	4	9	5	3	8	1	...	...	...	...	...	1	52	19	5				
323. Pinbarren	24	17	41	20	14	34	13	10	23	...	...	1	...	...	...	1	84	8	5	2	18	10	
324. Pine Creek	24	8	32	19	7	26	12	4	16	...	...	1	...	...	...	1	72	18	6				
325. Pine Ridge	8	7	15	7	6	13	6	5	11	...	...	1	...	...	...	1	41	15	3				
326. Pioneer's Rest	17	8	25	14	8	22	10	6	16	1	...	...	...	...	...	1	87	8	3				
327. Plainby	18	21	39	16	18	34	12	14	26	1	...	...	...	...	...	1	103	7	1				
328. Plane Creek	27	16	43	22	13	35	13	9	22	...	...	1	...	...	...	1	76	3	0				
329. Pleystowe	23	14	37	19	11	30	14	7	21	...	...	1	...	...	...	1	74	1	3				
330. Poybah	16	19	35	13	16	29	8	10	18	1	...	...	...	...	...	1	88	9	2				
331. Prairie	25	9	34	18	7	25	14	5	19	...	...	1	...	...	...	1	102	14	11	42	9	2	
332. Prenzlau	23	30	53	21	29	50	16	22	38	1	...	...	...	...	...	1	113	8	10	2	10	0	
333. Prestons	11	14	25	11	13	24	10	12	22	...	...	1	...	...	...	1	81	4	10				
334. Proserpine, Lower	33	34	67	28	29	57	18	19	37	1	...	...	...	...	...	1	123	0	9				
335. Pumping Station (Charters Towers)	13	15	28	8	12	20	7	10	17	...	...	1	...	...	...	1	83	2	2				
336. Punch's Creek	8	4	12	7	4	11	6	4	10	...	...	1	...	...	...	1	56	10	8				
337. Puzzling Gully	11	10	21	11	9	20	10	7	17	...	...	1	...	...	...	1	30	10	6	69	12	0	Opened 24th July, 1899.
338. Raglan Creek	15	15	30	15	14	29	12	10	22	...	...	1	...	...	...	1	85	19	1				
339. Ravensbourne	19	18	37	17	17	34	11	11	22	...	...	1	...	...	...	1	97	6	9	22	10	5	
340. Razorback	23	15	38	20	13	33	11	7	18	...	...	1	...	...	...	1	84	9	11	1	2	6	
341. Redbank Gully	22	22	44	15	14	29	10	8	18	...	...	1	...	...	...	1	73	18	5	52	17	2	
342. Redcliffe	38	21	59	28	15	43	20	9	29	1	...	...	...	...	...	1	103	3	3	8	17	1	
343. Reid's Creek	15	7	22	12	6	18	8	5	13	...	...	1	...	...	...	1	72	19	11				
344. Reid River	17	17	34	14	11	25	11	8	19	...	...	1	...	...	...	1	87	18	7				
345. Richmond	25	31	56	22	30	52	15	20	35	1	...	...	...	...	...	1	136	1	4				
346. Ripple Creek	33	18	51	28	14	42	18	9	27	...	...	1	...	...	...	1	103	4	10				
347. Rochford	27	30	57	23	25	48	19	19	38	1	...	...	...	...	...	1	104	15	2				
348. Rockmount	9	6	15	8	5	13	7	4	11	...	...	1	...	...	...	1	76	5	1	17	0	0	Opened 23rd Jan., 1899.
349. Rocksberg	10	7	17	9	7	16	8	7	15	...	...	1	...	...	...	1	73	15	2				
350. Rodger's Creek	6	8	14	5	6	11	4	6	10	...	...	1	...	...	...	1	53	9	4				
351. Rolleston	21	12	33	19	11	30	16	10	26	1	...	...	...	...	...	1	122	19	3				
352. Rookwood	10	7	17	9	6	15	8	5	13	...	...	1	...	...	...	1	73	15	9	76	0	0	
353. Ropely	47	39	86	46	38	84	25	21	46	...	...	1	1	...	...	2	163	1	1				
354. Rosalie Plains	17	16	33	15	14	29	8	8	16	...	...	1	...	...	...	1	73	5	11				
355. Rosedale	16	24	40	12	20	32	7	15	22	1	...	...	...	...	...	1	95	2	8				
356. Rosehill	15	18	33	12	12	24	7	6	13	...	...	1	...	...	...	1	72	14	7				
357. Rosemount	18	15	33	11	14	25	6	9	15	...	...	1	...	...	...	1	72	12	3				
358. Ross River	12	16	28	12	16	28	7	11	18	...	...	1	...	...	...	1	83	6	4				
359. Rossvale	22	14	36	19	13	32	15	11	26	1	...	...	...	...	...	1	59	4	8		...		Opened 24th Apr., 1899.
360. Rossville	9	9	18	8	8	16	6	7	13	1	...	...	...	...	...	1	104	6	6	5	10	0	
361. Rubyanna	15	16	31	11	9	20	8	7	15	...	...	1	...	...	...	1	69	6	6		...		Opened 13th Feb., 1899.
362. Samson Creek	11	22	33	10	20	30	6	13	19	...	...	1	...	...	...	1	73	10	3				
363. Sandhills	30	20	50	24	17	41	16	12	28	...	...	1	...	...	...	1	75	19	9				
364. Sandy Cape	8	5	13	8	5	13	7	5	12	...	...	1	...	...	...	1	29	10	6				
365. Sarabah	7	7	14	6	5	11	6	3	9	...	...	1	...	...	...	1	23	8	8				
366 Scrubby Mount	16	13	29	15	9	24	10	7	17	...	...	1	...	...	...	1	74	12	10				
367. Severn River	15	10	25	12	9	21	11	9	20	...	...	1	...	...	...	1	73	12	2				
368. Sheep Station Creek	14	14	28	11	13	24	8	10	18	1	...	...	...	...	...	1	93	15	8				
369. Short Cut	8	14	22	7	11	18	5	10	15	...	...	1	...	...	...	1	73	16	11				
370. Silver Spur	12	16	28	10	13	23	9	11	20	...	...	1	...	..	...	1	85	3	3				
371. Silverwood	13	20	33	12	16	28	9	12	21	1	...	...	...	...	...	1	95	16	7				
372. Slack's Creek	18	10	28	14	9	23	12	7	19	...	...	1	...	...	...	1	73	19	8	4	0	0	
373. Smithfield	24	21	45	21	17	38	18	13	31	1	...	...	...	...	...	1	119	5	8		...		Opened 23rd Jan., 1899.
374. Southern Cross	16	14	30	13	12	25	11	9	20	...	...	1	...	...	...	1	99	10	9				

Table C—*continued.*

List of Provisional Schools, with the Attendance, Staffs Employed, and Cost of Maintenance, during 1899—*continued.*

Schools.	Attendance, 1899.									Staff of Instructors, 1899.							Expenditure, 1899.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
PROVISIONAL SCHOOLS—*continued.*																			
375. Spring Flat	9	11	20	8	9	17	6	6	12	...	...	1	...	...	...	1	57 17 0		
376. Stamford	11	11	22	11	11	22	8	10	18	1	...	...	...	...	...	1	17 19 6	99 10 0	Opened 13th Nov., 1899.
377. Stanley River	22	16	38	19	14	33	13	10	23	1	...	...	...	...	...	1	104 6 6		
378. Stanmore	7	8	15	7	7	14	5	6	11	1	...	...	...	...	...	1	74 2 10		
379. Stewart's Creek	29	27	56	23	24	47	17	18	35	1	...	...	...	...	...	1	119 15 8		
380. St. Ruth	7	11	18	7	10	17	5	8	13	1	...	...	...	...	...	1	87 4 8		
381. Stockleigh	14	7	21	11	6	17	8	5	13	...	...	1	...	...	...	1	68 13 2		
382. Stony Creek	8	4	12	6	4	10	4	3	7	...	...	1	...	...	...	1	42 13 8		
383. Strathane	10	14	24	10	12	22	7	10	17	...	...	1	...	...	...	1	72 15 3	2 10 0	
384. Summer Hill	13	11	24	12	9	21	8	6	14	...	...	1	...	...	...	1	72 19 6	16 18 5	
385. Tuabinga Village	18	16	34	15	15	30	11	12	23	...	..	1	...	...	...	1	79 10 10		
386. Table Top	32	46	78	28	31	59	23	24	47	1	...	...	1	...	...	2	213 9 7		
387. Tambourine	16	18	34	14	15	29	8	9	17	...	...	1	...	...	...	1	77 15 1		
388. Tate Tin Mines	8	10	18	6	7	13	5	4	9	1	...	...	...	...	...	1	110 9 10		
389. Teebar East	10	13	23	9	11	20	5	5	10	...	...	1	...	...	...	1	73 4 4		
390. Tegege	6	7	13	4	6	10	3	5	8	...	...	1	...	...	...	1	65 3 8		
391. Teutoburg	21	8	29	15	6	21	11	3	14	1	...	...	...	...	...	1	92 1 8		
392. Teviot	12	8	20	11	7	18	8	4	12	...	...	1	...	...	...	1	69 13 0		
393. Teviot Junction	7	5	12	6	5	11	5	4	9	...	...	1	...	...	...	1	46 3 3		
394. Teviotville Railway Station	11	19	30	9	19	28	7	16	23	...	...	1	...	...	...	1	38 16 11	80 0 0	Opened 1st Aug., 1899.
395 Texas	37	33	70	30	26	56	19	18	37	1	...	...	...	...	...	1	125 4 3	441 0 0	Closed 31st Dec., 1899.
396. Thane's Creek	31	21	52	26	16	42	18	11	29	1	...	...	...	...	...	1	95 18 3	427 0 0	Closed 31st Dec., 1899.
397. The Leap	11	18	29	8	13	21	5	8	13	1	...	...	...	...	...	1	89 4 11		
328. Theresa Creek	8	10	18	7	10	17	6	8	14	...	...	1	...	...	...	1	83 0 1		
399. The Springs	21	11	32	20	8	28	12	5	17	...	...	1	...	...	...	1	82 19 3		
400. Thinoomba	14	8	22	13	7	20	10	5	15	...	...	1	...	...	...	1	73 8 8		
401. Tipton	4	9	13	4	8	12	2	6	8	...	...	1	...	...	...	1	43 0 10		
402. Toonpan	16	17	33	14	15	29	11	10	21	...	...	1	...	...	...	1	93 8 8	26 0 9	
403. Toorbul	26	15	41	25	14	39	16	12	28	...	...	1	...	...	...	1	83 16 9		
404. Torrens Creek	30	19	49	22	18	40	17	13	30	...	...	1	...	...	...	1	118 5 7		
405. Townson	20	30	50	7	11	18	4	7	11	...	...	1	...	...	...	1	69 15 9		
406. Traveston	14	8	22	13	7	20	10	4	14	...	...	1	...	...	...	1	73 0 11		
407. Traveston Siding	16	23	39	14	17	31	12	14	26	1	...	...	...	...	...	1	83 7 11		
408. True Blue	25	25	50	16	16	32	12	12	24	1	...	...	...	...	...	1	185 15 1		
409. Tryphinia	13	19	32	11	16	27	8	12	20	1	...	...	...	...	...	1	92 14 1		
410. Ulam Upper	13	5	18	11	6	17	9	5	14	1	...	...	...	...	...	1	94 7 1		
411. Upper Forest Springs	8	12	20	8	11	19	6	9	15	...	...	1	...	...	...	1	78 3 7		
412. Upper North Pine	41	45	86	38	38	76	26	24	50	1	...	...	1	...	...	2	151 19 8		
413. Urandangie	9	15	24	7	10	17	5	9	14	1	...	...	...	...	...	1	158 9 10	80 0 0	
414. Veresdale Scrub	18	21	39	15	18	33	12	15	27	1	...	...	...	...	...	1	72 2 3	68 8 0	Opened 25th Apl., 1899.
415. Victoria Plantation	18	22	40	15	16	31	11	11	22	...	...	1	...	...	...	1	93 8 4		
416. Villeneuve	7	11	18	7	11	18	5	10	15	1	...	...	...	...	...	1	98 12 6		

417. Wallaroo	17	13	30	16	13	29	14	11	25	...	...	1	...	...	...	1	84 0 10		
418. Wararba	13	9	22	11	7	18	9	4	13	...	...	1	...	...	...	1	72 14 3		
419. Warden Bend	16	4	20	14	4	18	12	3	15	...	...	1	...	...	...	1	83 14 2		
420. Warooby	17	24	41	15	21	36	11	15	26	...	...	1	...	...	...	1	78 2 11	2 0 0	Opened 6th Feb., 1899
421. Watawa	49	47	96	44	40	84	33	27	60	...	...	1	1	...	...	2	164 11 3		
422. Welcome Pocket	15	9	24	14	7	21	12	4	16	...	...	1	...	...	...	1	84 14 4	49 5 7	
423. Wellcamp	12	15	27	10	13	23	9	11	20	1	...	...	...	...	...	1	87 0 9	50 0 0	Opened 27th Feb., 1899.
424. Westbrook	11	18	29	10	15	25	7	12	19	...	...	1	...	...	...	1	74 10 0		
425. Westbury	7	12	19	7	10	17	6	8	14	...	...	1	...	...	...	1	58 7 8		
426. West Haldon	11	14	25	9	13	22	7	10	17	...	...	1	...	...	...	1	72 14 6		
427. West Prairie	13	5	18	13	5	18	11	4	15	1	...	...	...	...	...	1	19 16 3		
428. Wheatvale	12	10	22	11	9	20	7	6	13	...	...	1	...	...	...	1	72 13 6		
429. Whichello	25	20	45	19	16	35	12	9	21	1	...	...	...	...	...	1	103 17 8		
430. Widgee	9	9	18	8	8	16	7	7	14	1	...	...	...	...	...	1	92 14 4		
431. Widgeegoara	11	10	21	10	8	18	8	7	15	1	...	...	...	...	...	1	116 10 7		
432. Witheren	10	8	18	10	8	18	8	7	15	...	...	1	...	...	...	1	31 0 10	67 12 2	Opened 21st Aug., 1899.
433. Wolffdene	13	22	35	10	18	28	6	11	17	...	...	1	...	...	...	1	77 4 0		
434. Woodlands	20	20	40	18	17	35	10	11	21	...	...	1	...	...	...	1	73 16 10		
435. Woodstock	25	25	50	21	18	39	12	10	22	...	...	1	...	...	...	1	90 11 9	10 4 0	
436. Woolmar	22	25	47	21	23	44	14	18	32	1	...	...	...	...	...	1	106 12 5		
437. Woondum	9	16	25	9	15	24	8	12	20	...	...	1	...	...	...	1	29 3 0	75 4 10	Opened 4th Sept., 1899.
438. Woowoonga Creek	16	17	33	16	16	32	10	12	22	...	...	1	...	...	...	1	84 15 3	4 1 2	
439. Wright's Creek	18	17	35	15	12	27	12	8	20	...	...	1	...	...	...	1	94 1 2		
440. Wyandra	25	39	64	19	28	47	14	21	35	...	...	1	...	...	...	1	73 15 11		
441. Wycarbah	28	14	42	23	13	36	15	8	23	1	...	...	...	...	...	1	103 11 11		
442. Wyreema	17	37	54	14	32	46	11	24	35	1	...	...	...	...	...	1	85 7 4		
443. Yamsion	11	12	23	5	10	15	3	7	10	1	...	...	...	...	...	1	74 0 11	...	Closed 3rd Nov., 1899.
444. Yandaran Creek	13	9	22	11	8	19	7	6	13	...	...	1	...	...	...	1	70 3 8		
445. Yandilla	14	16	30	11	12	23	8	9	17	1	...	...	...	...	...	1	95 2 8		
446. Yandina	28	34	62	24	29	53	17	19	36	1	...	...	...	...	...	1	113 5 8		
447. Yelvertoft	11	4	15	10	4	14	9	4	13	...	...	1	...	...	...	1	134 4 6		
448. Yingerbay	20	11	31	20	9	29	12	7	19	...	...	1	...	...	...	1	75 17 9		
HALF-TIME PROVISIONAL SCHOOLS.																			
449. Bellevue	5	3	8	5	3	8	4	3	7	1	...	...	...	...	...	1	81 19 1		
450. Springbank	6	11	17	5	10	15	4	7	11										
451. Bengalla	6	5	11	5	5	10	5	4	9	...	...	1	...	...	...	1	18 12 1	...	Opened 5th June, 1899; Closed 18th August, 1899.
452. Terra Mellis	6	5	11	6	5	11	3	4	7										
453. Bloomfield Hills	7	2	9	5	2	7	5	2	7	1	...	...	...	...	...	1	63 17 7		
454. Kingumbilla	4	3	7	3	3	6	3	3	6										
455. Cooper's Creek	4	7	11	4	6	10	4	5	9	1	...	...	...	...	...	1	123 17 8		
456. Windorah	11	9	20	8	6	14	5	5	10										
457. Daintree No. 1	3	2	5	3	2	5	3	2	5	1	...	...	...	...	...	1	49 5 9	...	Opened 8th May, 1899.
458. Daintree No. 2	4	3	7	4	3	7	3	3	6										
459. Inglewood Farm	3	3	6	3	3	6	3	3	6	...	...	1	...	...	...	1	22 4 9	...	Opened 6th June, 1899.
460. Lauriston	5	2	7	5	2	7	5	2	7										
461. Keppel Bay	6	7	13	6	7	13	6	7	13	...	...	1	...	...	...	1	31 7 7	...	Re-opened 7th Aug., 1899.
462. Sea Hill	2	3	5	2	3	5	2	3	5										
463. Margoo	13	5	18	11	5	16	9	4	13	1	...	...	...	...	...	1	89 12 11		
464. Underban	11	2	13	9	2	11	8	2	10										
465. Mount Beagle	2	9	11	2	8	10	1	8	9	...	...	1	...	...	...	1	73 2 2		
466. Wangary	9	5	14	8	4	12	5	2	7										
467. Nellybri	2	3	5	2	3	5	2	3	5	1	...	...	...	...	...	1	85 14 10		
468. Retreat	2	6	8	2	5	7	2	5	7										
469. Pikedale No. 1	3	8	11	3	8	11	2	8	10	1	...	...	...	...	...	1	93 11 2		
470. Pikedale No. 2	4	7	11	4	7	11	4	6	10										

Table C—*continued.*

LIST of PROVISIONAL SCHOOLS, with the ATTENDANCE, STAFFS EMPLOYED, and COST of MAINTENANCE, during 1899—*continued.*

SCHOOLS.	ATTENDANCE, 1899.									STAFF OF INSTRUCTORS, 1899.							EXPENDITURE, 1899.		Remarks.
	Annual Enrolment.			Mean Quarterly Enrolment.			Average Daily Attendance.			Teachers.				Pupil Teachers.		Total.	Salaries and Allowances.	Building, Furnishing, and Repairs.	
										Males.		Females.							
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Masters.	Assistants.	Mistresses.	Assistants.	Males.	Females.				
SCHOOLS AT REFORMATORY AND BENEVOLENT ESTABLISHMENTS.																			
Deebing Creek	17	28	45	14	21	35	14	19	33	...	...	1	...	...	...	1	44 18 4	...	Transferred to Home Secretary's Department.
Lytton Reformatory	79	...	79	59	...	59	50	...	50	1	...	...	...	...	...	1	100 14 4		
Murray Island	59	55	114	51	54	105	40	41	81	1	...	...	...	...	...	1	190 1 2		
Myora	16	25	41	13	19	32	9	14	23	1	...	...	...	...	...	1	103 19 1		
TOTALS:—																			
STATE	45,904	42,168	88,072	36,873	34,025	70,898	28,345	25,259	53,604	363	161	49	401	206	352	1,532	180,970 0 5	22,594 19 9	
PROVISIONAL	7,780	7,413	15,193	6,595	6,276	12,871	4,773	4,569	9,342	187	...	273	10	1	...	471	39,100 9 8	5,794 10 10	
BENEVOLENT AND REFORMATORY ESTABLISHMENTS	171	108	279	137	94	231	113	74	187	3	...	1	...	...	...	4	469 12 11	...	
GRAND TOTALS	53,855	49,689	103,544	43,605	40,395	84,000	33,231	29,902	63,133	553	161	323	411	207	352	2,007	220,510 3 0	28,389 10 7	

THOS. McINTYRE, Registrar.

Table D.

Year.	Gross Enrolment.	Net Enrolment.	Average Daily Attendance.	INCREASE. Gross Enrolment.	INCREASE. Net Enrolment.	INCREASE. Average Daily Attendance.
1891	77,137	67,931	45,004	...	...	...
1892	78,889	70,495	45,975	1,752	2,564	971
1893	78,330	70,445	44,432	*559	*50	*1,543
1894	76,039	67,726	45,050	*2,291	*2,719	618
1895	82,837	74,542	48,270	6,798	6,816	3,220
1896	90,780	81,754	54,316	7,943	7,212	6,046
1897	95,028	85,229	59,748	4,248	3,475	5,432
1898	99,097	88,691	58,296	4,069	3,462	†1,452
1899	103,544	92,120	63,133	4,447	3,429	4,837

* Decrease owing to raising of minimum age from *five* to *six*, and to general financial depression. † Decrease; a year of unusual sickness.

Table E.

Classification of Children.

—	YEAR.	CHILDREN.			CLASS I.			CLASS II.			CLASS III.			CLASS IV.			CLASS V.			CLASS VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Classes in Operation at the close of the year	1890	...	...	...	603	584	603	550	552	574	489	491	513	433	433	459	82	82	101	...	...	...
	1891	...	...	...	609	596	609	576	576	602	531	531	557	366	366	392	91	92	115	...	...	...
	1892	...	...	...	639	620	657	558	541	503	492	492	559	448	468	526	281	297	348	78	73	112
	1893	...	...	...	681	665	691	618	617	643	574	574	600	489	487	514	385	384	410	153	154	175
	1894	...	...	...	682	665	691	637	636	663	617	615	642	480	479	505	353	352	377	170	171	192
	1895	...	...	...	721	704	731	685	684	711	629	628	655	557	556	583	370	369	395	178	169	191
	1896	...	...	...	752	739	765	688	685	711	675	673	698	576	573	599	393	390	415	177	178	198
	1897	...	...	...	786	769	795	686	686	712	673	672	699	567	566	593	454	454	479	160	166	184
	1898	...	...	...	797	779	806	706	705	733	679	678	706	647	646	674	450	451	477	169	174	193
	1899	...	...	...	855	839	867	764	763	791	729	728	756	689	688	716	525	524	552	201	200	227
Average Age in years of the Children enrolled at the close of the year	1890	...	...	...	7·42	7·51	...	10·60	10·60	...	12·10	12·30	...	14·30	14·21	...	14·00	14·85	...	...	...	...
	1891	...	...	...	7·31	7·17	...	10·16	9·98	...	12·06	12·03	...	13·44	13·56	...	14·17	14·79	...	...	...	...
	1892	...	...	...	7·02	7·14	...	9·57	9·53	...	11·38	11·23	...	12·49	12·69	...	13·45	13·56	...	14·36	14·69	...
	1893	...	...	...	7·32	7·21	...	9·57	9·51	...	11·08	11·19	...	12·39	12·42	...	13·00	13·16	...	14·03	14·24	...
	1894	...	...	...	7·47	7·37	...	9·29	9·33	...	11·11	11·04	...	12·41	12·42	...	13·22	13·41	...	14·50	13·90	...
	1895	...	...	...	7·05	7·03	...	9·28	9·21	...	10·30	10·90	...	12·91	12·47	...	13·50	13·50	...	15·75	15·31	...
	1896	...	...	...	6·62	6·88	...	9·16	9·23	...	10·95	10·55	...	12·31	12·25	...	13·46	13·66	...	14·56	14·57	...
	1897	...	...	...	7·00	7·15	...	9·28	9·11	...	10·83	10·77	...	12·98	12·05	...	13·31	13·46	...	14·21	14·66	...
	1898	...	...	...	6·86	7·09	...	9·16	9·13	...	10·86	10·77	...	12·16	12·00	...	13·26	13·37	...	14·29	14·52	...
	1899	...	...	...	6·76	6·98	...	9·20	9·08	...	10·69	10·49	...	12·16	12·15	...	13·41	13·14	...	14·29	14·29	...
Average Time in Class, in months, of the Children enrolled at the close of the year	1890	...	...	...	12·94	12·61	...	12·94	12·18	...	12·00	11·57	...	12·68	12·70	...	11·50	13·15	...	...	...	...
	1891	...	...	...	13·14	12·87	...	12·18	11·89	...	11·25	11·38	...	12·80	13·11	...	10·00	10·64	...	...	...	...
	1892	...	...	...	13·43	13·27	...	10·75	11·02	...	13·90	13·90	...	15·62	15·98	...	15·18	15·64	...	11·13	11·90	...
	1893	...	...	...	14·11	13·58	...	9·89	9·71	...	9·66	9·53	...	11·12	11·63	...	10·53	11·08	...	9·75	10·43	...
	1894	...	...	...	13·46	12·91	...	9·24	9·08	...	10·45	10·46	...	11·72	12·10	...	11·99	11·95	...	13·65	13·47	...
	1895	...	...	...	9·18	8·72	...	10·56	10·43	...	10·35	10·24	...	11·16	10·99	...	12·07	12·64	...	12·08	13·77	...
	1896	...	...	...	10·21	9·82	...	10·19	10·09	...	9·78	9·74	...	10·85	10·11	...	9·80	10·45	...	11·96	10·84	...
	1897	...	...	...	12·83	12·4	...	11·41	10·93	...	10·66	10·77	...	10·21	10·12	...	10·91	11·08	...	12·30	13·36	...
	1898	...	...	...	13·13	12·73	...	9·66	9·74	...	10·49	10·54	...	11·13	11·19	...	11·48	11·15	...	11·54	13·69	...
	1899	...	...	...	12·48	12·60	...	10·42	10·32	...	9·84	9·92	...	10·73	10·93	...	11·38	11·21	...	12·24	13·19	...

Table E—*continued.*

Classification of Children—*continued.*

	Year.	Children.			Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number of Children enrolled at the close of the year	1890	29,209	26,928	56,137	12,427	11,434	23,861	8,939	8,225	17,164	4,853	4,595	9,448	2,513	2,228	4,741	477	446	923	...	...	...
	1891	30,650	28,039	58,689	12,767	11,514	24,281	9,503	8,696	18,199	5,064	4,852	9,916	2,748	2,466	5,214	568	511	1,079	...	...	...
	1892	31,732	29,339	61,071	14,199	12,777	26,976	6,411	6,225	12,636	4,643	4,149	8,792	3,820	3,671	7,491	2,168	2,073	4,241	483	444	927
	1893	31,172	28,388	59,560	12,689	10,926	23,615	7,005	6,761	13,766	4,952	4,552	9,504	3,517	3,242	6,759	2,226	2,197	4,423	783	710	1,493
	1894	31,104	28,746	59,850	9,661	8,783	18,444	8,677	8,258	16,935	6,377	5,937	12,314	3,532	3,078	6,608	2,127	1,946	4,073	774	786	1,560
	1895	34,457	31,413	65,870	11,399	9,888	21,287	9,507	8,568	18,075	6,869	6,617	13,486	3,965	3,810	7,775	1,982	1,798	3,780	735	732	1,467
	1896	37,450	34,206	71,656	13,231	11,738	24,969	8,555	7,756	16,311	8,066	7,504	15,570	4,648	4,334	8,982	2,250	2,119	4,369	700	733	1,433
	1897	39,480	36,438	75,918	15,190	13,400	28,590	7,547	7,206	14,753	7,422	6,787	14,209	5,597	5,488	11,085	3,025	2,743	5,768	699	814	1,513
	1898	40,016	36,728	76,744	14,224	12,609	26,833	8,310	8,065	16,375	7,371	6,862	14,233	6,079	5,457	11,536	3,220	2,884	6,104	812	851	1,663
	1899	44,829	39,182	84,011	14,823	13,431	28,254	10,534	8,746	19,280	7,334	6,941	14,275	6,213	5,578	11,791	4,970	3,459	8,429	955	1,053	2,008
Percentages of the Children enrolled at the close of the year	1890	52·03	47·97	100	42·54	42·46	42·50	30·60	30·54	30·57	16·60	17·06	16·83	8·60	8·27	8·44	1·63	1·65	1·64	...	...	...
	1891	52·22	47·78	100	41·56	41·07	41·37	31·00	31·00	31·00	16·52	17·30	16·89	8·96	8·79	8·88	1·85	1·82	1·84	...	...	...
	1892	51·95	48·05	100	44·74	43·54	44·17	20·20	21·22	20·69	14·63	14·14	14·39	12·04	12·51	12·26	6·82	7·06	6·94	1·52	1·51	1·52
	1893	52·33	47·67	100	40·70	38·48	39·64	22·47	23·81	23·11	15·88	16·03	15·95	11·28	11·42	11·34	7·14	7·74	7·42	2·51	2·50	2·51
	1894	51·97	48·03	100	31·01	30·50	30·76	27·85	28·66	28·24	20·49	20·65	20·57	11·33	10·67	11·01	6·83	6·76	6·80	2·49	2·73	2·61
	1895	52·31	47·69	100	33·09	31·44	32·31	27·60	27·28	27·44	19·04	21·07	20·48	11·50	12·14	11·80	6·30	5·72	5·74	2·34	2·33	2·23
	1896	52·11	47·89	100	35·49	34·46	35·00	22·58	22·71	22·78	21·51	21·88	21·70	12·28	12·70	12·47	6·01	6·19	6·10	1·87	2·14	2·00
	1897	52·00	48·00	100	38·47	36·77	37·63	19·11	19·77	19·43	19·11	18·62	18·71	14·20	15·06	14·60	7·66	7·52	7·60	1·77	2·23	1·99
	1898	52·14	47·86	100	35·54	34·32	34·96	20·76	21·96	21·34	18·42	18·69	18·55	15·20	14·85	15·03	8·04	7·84	7·95	2·03	2·32	2·17
	1899	53·36	46·64	100	33·06	34·27	33·63	23·51	22·32	22·95	16·36	17·72	17·00	13·86	14·24	14·03	11·08	8·83	10·03	2·13	2·69	2·39

The following Table exhibits the Number of Classes Taught during 1897, 1898, and 1899, from a different point of view:—

	Class I.			Class II.			Class III.			Class IV.			Class V.			Class VI.		
	1897. Schools 797.	1898. Schools 843.	1899. Schools 888.	1897. Schools 797.	1898. Schools 843.	1899. Schools 888.	1897. Schools 797.	1898. Schools 843.	1899. Schools 888.	1897. Schools 797.	1898. Schools 843.	1899. Schools 888.	1897. Schools 797.	1898. Schools 843.	1899. Schools 888.	1897. Schools 797.	1898. Schools 843.	1899. Schools 888.
Mixed Classes	760	770	827	660	678	736	646	651	701	540	619	661	420	424	497	142	150	174
Boys' Classes	26	27	28	26	28	28	27	28	28	27	28	28	25	26	28	18	19	27
Girls' Classes	9	9	12	26	27	27	26	27	27	26	27	27	25	27	27	24	24	26
Totals	795	806	867	712	733	791	699	706	756	593	674	716	479	477	552	184	193	227

T. McINTYRE, Registrar.

Table F.
TEACHERS EMPLOYED.

Classification.	MALES.			FEMALES.		
	Employed at the end of 1899.	Left the Service during 899.	Promoted during 1899.	Employed at the end of 1899.	Left the Service during 1899.	Promoted during 1899.
Class I.—						
Division 1	8	0	1	1	0	0
" 2	4	0	2	0	0	0
" 3	8	1	3	0	0	0
Class II.—						
Division 1	125	3	9	18	0	4
" 2	33	0	16	13	0	7
" 3	35	1	15	18	0	9
Class III.—						
Division 1	193	3	39	228	23	34
" 2	34	2	13	64	7	43
" 3	51	2	24	74	9	39
Total Classified Teachers	491	12	122	416	39	136
Unclassified	2	4	0	13	3	0
Teachers in Unclassified State Schools	35	2	0	8	1	0
Pupil Teachers:—						
Class 4	28	0	27	38	1	33
" 3	51	2	52	85	2	82
" 2	30	4	31	76	4	77
" 1	39	4	39	60	2	57
" 0 (*i.e.*, on probation)	66	6	0	69	13	0
Total Pupil Teachers	214	16	149	328	22	249
Total Teachers Employed in State Schools	742	34	271	765	65	385
Teachers Employed in Provisional Schools	184	26	0	268	37	0
Teachers in Benevolent and Penal Establishments	2	1	0	0	1	0
Total Teachers Employed	928	61	271	1,033	103	385

T. McINTYRE, Registrar.

Table G.

Detailed Statement of Schools Opened during the Year, together with such Schools as were Ready for Opening in January, 1900.

Localities.	Description.	Cost of Building.			Local Subscriptions received to 31-12-99.			Remarks.
		£	s.	d.	£	s.	d.	
STATE.								
Brassall	Wood ...	535	17	0	71 36	3 0	5 0	Cash Allowed for old building Opened 10-7-99.
Brisbane East	Brick ...	1,881	8	0	313	11	4	Opened 10-7-99.
Bunker's Hill	Wood ...	564	0	0	112	16	0	„ 30-10-99.
Campbell's Plains	„	680	0	0	135	18	0	„ 30-11-99.
Cootharaba Road	„	591	8	8	94 24	5 0	8 0	Cash Allowed for old buildings Opened 7-6-99.
Duaringa	„	869	0	0	173	16	0	Opened 23-11-99.
Forest Hill	„	601	1	6	80 40	4 0	0 0	Cash Allowed for old building Opened 1-5-99.
Golden Gate	„	1,367	11	0	63 210	10 0	2 0	Cash Allowed for old building Opened 23-1-99.
Gympie Central (Girls) ...	„	...			...			Formerly one school. Opened 1-8-99
Gympie Central (Infants) ...	„	...			...			Now separated „ 1-8-99
Horton	„	535	16	6	49 44	1 10	7 5	Cash Allowed for old building Opened 24-4-99.
Mareeba		420 (residence only)	0	0	84	0	0	Allowed for old building Opened 1-3-99.
Marian	„	728	0	0	135 10	1 10	7 5	Cash Allowed for land, &c. Opened 23-1-99.
Pimpama Island	„	661	16	0	18 114	7 0	2 0	Cash Allowed for old building, &c. Opened 30-1-99.
PROVISIONAL SCHOOLS.								
Aloomba	Wood ...	50	5	3	...			Opened 15-5-99.
Angellala	„	...			...			„ 23-1-99.
Aramara	„	56	10	1	...			„ 23-1-99.
Birdsville	„	...			...			„ 14-8-99.
Bona Vista	„	46	5	4	...			„ 14-8-99.
Caloundra	„	...			...			„ 8-3-99.
Camboon	„	...			...			„ 12-3-99.
Cuttaburra	„	80	0	0	...			„ 10-7-99.
Daintree No. 1 and 2	„	...			...			„ 8-5-99.
Dareel	„	80	0	0	...			„ 10-4-99.
Drillham	„	...			...			„ 28-8-99.
Dunmora Central	„	1	10	0	...			„ 23-1-99.
Elgin Vale	„	64	0	0	...			„ 1-5-99.
Flying Fish Point	„	...			...			„ 23-1-99.
Gilbert River	„	...			...			„ 8-5-99.
Glenlyon	„	...			...			„ 1-5-99.
Hamilton	„	80	0	0	...			„ 11-9-99.
Hill View	„	81	8	0	...			„ 16-10-99.
Inglewood Farm and Lauriston	„	...			...			„ 6-6-99.
Isis Central Mill	„	30	0	0	...			„ 23-1-99.
Jimboomba Timber Reserve...	„	44	6	8	...			„ 4-4-99.
Keppel Bay and Sea Hill ...	„	...			...			Re-opened 7-8-99.
King's Tent	„	79	14	0	...			Opened 6-11-99.
Kynuna	„	161	9	5	...			„ 12-6-99.
Littabella Creek	„	80	0	0	...			„ 13-10-99.
Mapleton	„	...			...			„ 17-7-99.
Marblestone	„	50	0	0	...			„ 23-1-99.
Miara	„	50	0	0	...			„ 23-1-99.
Mount Darry	„	...			...			„ 28-8-99.
Mount View	„	...			...			„ 15-3-99.
Nankin Junction	„	80	0	0	...			„ 19-4-99.
Neusa Vale	„	...			...			„ 14-8-99.
Nindaroo	„	80	0	0	...			„ 27-2-99.
Obum Obum	„	47	19	9	...			„ 23-1-99.
Puzzling Gully	„	69	12	0	...			„ 24-7-99.
Rockmount	„	17	0	0	...			„ 23-1-99.
Rossvale	„	...			...			„ 24-4-99.
Rubyanna	„	...			...			„ 13-2-99.
Smithfield	„	...			...			„ 23-1-99.
Stamford	„	99	10	0	...			„ 13-11-99.
Teviotville Railway Station ...	„	80	0	0	...			„ 1-8-99.
Veresdale Scrub	„	68	8	0	...			„ 25-4-99.
Warooby	„	2	0	0	...			„ 6-2-99.
Wellcamp	„	50	0	0	...			„ 27-2-99.
Witheren	„	67	12	2	...			„ 21-8-99.
Woondum	„	75	4	10	...			„ 4-9-99.
Terra Mellis and Bloomfield Hills	„	...			...			„ 5-6-99. Closed 18-8-99.

Table G.—*continued.*

DETAILED STATEMENT of SCHOOLS OPENED during the YEAR, together with such SCHOOLS as were READY for OPENING in JANUARY, 1900.—*continued.*

Localities.	Description.	Cost of Building.			Local Subscriptions received to 31-12-99.			Remarks.
Schools Ready for Opening.		£	s.	d.	£	s.	d.	
STATE.								
Biggenden	Wood	454	0	0	26 64	16 0	0 0	Cash. Allowed for old building.
Chelona	,,	634	17	1	56 70	19 0	5 0	Cash. Allowed for old building.
Ilfracombe	,,	660	0	0	100 32	0 0	0 0	Cash. Allowed for old building.
Red Hill (Mt. Morgan)	,,	1,088	0	0	217	12	0	
Texas	,,	441	0	0	22 65	4 19	10 2	Cash. Allowed for old building.
Thanes Creek	,,	427	0	0	51 34	0 8	0 0	Cash. Allowed for old building.
PROVISIONAL.								
Armstrong Creek	,,	73	4	10				
Bororen	,,							
Brixton	,,							
Burton	,,							
Calcifer	,,							
Chatsworth	,,							
Coolmunda	,,							
Dargal	,,							
Dingo (from State)	,,							
Errisvale	,,							
Goondiwindi East	,,	8	16	0				
Jundah	,,							
Kandanga Creek	,,							
Kenilworth	,,							
Lappa Lappa	,,							
Mia Mia	,,	93	8	5				
Motley	,,							
Plane Creek Upper	,,							
San José	,,							
Tambourine Mountain	,,							

J. W. C. DRANE, Accountant.

Table H.

List, with Particulars, of Schools in Course of Erection, or in reference to which action was taken during the Year 1899.

School.	Locality or Railway.	Description.	Estimated Attendance.	Cost, or Estimated Cost.	Local Subscriptions.	Remarks.
State Schools.				£ s. d.	£ s. d.	
Amby	S. & W. Railway	Wood	35	585 0 0	*58 10 0	State school approved to supersede existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.
Biggenden	Maryborough-Degilbo Railway	„	55	454 0 0	*64 0 0 26 16 0 (Cash)	State school approved to supersede existing Provisional school. Buildings in course of erection.
Blackfellows' Creek	Cairns ...	„	45	1,000 0 0	...	State school approved to supersede existing Provisional school. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.
Blackwater ...	Central Railway	„	35	...	...	The conditions of the township do not yet warrant the establishment of a State school. Subsidy promised towards a new Provisional school building.
Bouldercombe	Rockhampton	„	75	860 0 0	125 0 0 (Cash)	The acceptance of a tender awaits the payment of the balance of local subscriptions. This school will supersede the existing Provisional school at Crocodile Creek.
Capella ...	Central Railway	„	57	665 0 0	133 0 0 (Cash)	State school approved to supersede existing Provisional school. Buildings in course of erection.
Chelona ...	Mackay ...	„	45	564 17 0	*58 15 5 68 4 0 (Cash)	State school approved to supersede existing Provisional school. Buildings completed. School to be opened after summer vacation.
Cordalba ...	Isis	„	85	890 0 0	...	State school approved to supersede existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimates and advised of amount of local subscriptions needed.
Danderoo ...	Killarney Railway	„	43	630 5 0	†12 0 0 114 1 6 (Cash)	Tender accepted. Buildings in course of erection.
Doctor's Creek	Meringandan	„	30	583 13 8	*40 0 0 76 14 9 (Cash)	State school approved to supersede existing Provisional school. Buildings in course of erection.
Downfall Creek	Brisbane ...	„	70	795 0 0	135 16 0 (Cash)	Tender accepted.
Hamilton ...	Brisbane ...	„	165	...	...	State school approved. Suitable site purchased.
Harlaxton ...	Toowoomba ..	„	150	1,330 0 0	...	State school approved. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed. Suitable site purchased.
Headington Hill	Clifton ...	„	40	713 0 0	...	State school approved. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.
Ilfracombe ...	Central Railway	„	55	660 0 0	*32 0 0 100 0 0 (Cash)	State school approved to supersede existing Provisional school. Buildings completed. School to be opened after summer vacation.
Jimboomba ...	Beaudesert ...	„	30	599 0 0	119 16 0 (Cash)	State school approved to supersede existing Provisional school. Tender accepted.
King's Creek ...	Clifton ...	„	35	666 4 0	*48 0 0 73 12 0 (Cash)	State school approved to supersede existing Provisional school. Tender about to be accepted.
Lagoon Pocket	Gympie ...	„	40	616 10 0	...	State school approved to supersede existing Provisional school. Buildings in course of erection.

* Allowed for old building.

† Allowed for site.

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1899—*continued.*

School.	Locality or Railway.	Description.	Estimated Attendance	Cost, or Estimated Cost.	Local Subscriptions	Remarks.
STATE SCHOOLS —*continued.*				£ *s.* *d.*	£ *s.* *d.*	
Milford ...	Dugandan ...	Wood	37	599 0 0	*36 0 0 83 16 0 (Cash)	State school approved to supersede existing Provisional school. Buildings in course of erection.
Monkey Waterholes	Helidon ...	"	30	655 0 0	...	State school approved to supersede existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.
Mount Whitestone	Gatton ...	"	35	645 10 0	...	Committee furnished with plans and estimates of State school buildings, but as they were unable to find the necessary local subscriptions subsidy was granted towards a new Provisional school building.
Mulgrave ●...	Cairns ...	"	55	635 0 0	...	State school approved to supersede existing Provisional school. Present premises valued for State school purposes. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed. Fresh site secured in a more suitable position.
New Farm ...	Brisbane ...	Brick	332	2,000 0 0	313 14 4 (Cash)	State school approved. Tenders invited. Suitable site purchased.
Norman Park...	Brisbane ...	"	100	2,023 14 0	293 15 3 (Cash)	Tender accepted. Buildings in course of erection.
Park Avenue ...	Rockhampton	Wood	115	980 0 0	25 0 0	State school approved. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed. Suitable site purchased.
Plane Creek ...	Mackay ...	"	22	...	...	Attendance does not warrant the establishment of a State school to supersede the existing Provisional school.
Prenzlau ...	Rosewood ...	"	40	618 0 0	*26 0 0 97 12 0 (Cash)	State school approved to supersede existing Provisional school. Buildings in course of erection.
Raby	Mt. Bauple ...	"	60	825 0 0	...	State school approved. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.
Redcliffe ...	Humpybong	...	28	...	...	Attendance does not warrant the establishment of a State school to supersede the existing Provisional school.
Red Hill ...	Mount Morgan	Wood	200	1,088 0 0	217 12 0 (Cash)	State school approved. Buildings approaching completion. School to be opened after summer vacation.
Stewart's Creek	Townsville ...	"	35	...	...	State school approved to supersede the existing Provisional school. Works Department requested to prepare plans and estimates, and to value present buildings for State school purposes.
Strathpine ...	...	"	66	925 0 0	...	State school approved. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed. Suitable site procured on Crown land.
Table Top ...	Croydon ...	"	46	890 0 0	74 8 0 (Cash)	In view of the uncertainty as to the permanence of the population, and the large expenditure that would be involved in the erection of State school buildings, it was considered advisable to continue the Provisional school, and the Department has promised a subsidy towards a new building.
Taringa ...	Brisbane ...	"	160	700 0 0 (school only)	140 0 0 (Cash)	State school approved. Site secured. Tenders invited.
Texas	Stanthorpe ...	"	45	441 0 0	*65 19 2 22 4 10 (Cash)	State school approved to supersede existing Provisional school. Buildings approaching completion. School to be opened after the summer vacation.
Thanes Creek...	Warwick ...	"	35	427 0 0	*34 8 0 51 0 0 (Cash)	State school approved to supersede existing Provisional school. Buildings approaching completion. School to be opened after the summer vacation.
Watawa ...	Bundaberg ...	"	60	822 0 0	...	State school approved to supersede existing Provisional school. Committee furnished with plans and estimates, and advised of amount of local subscriptions needed.

Allowed for old building.

Table H—*continued.*

List, with Particulars, of Schools in Course of Erection, or in reference to which action was taken during the Year 1899—*continued.*

School.	Locality or Railway.	Prospective Enrolment	Remarks.
PROVISIONAL SCHOOLS.			
Armstrong Creek	North Pine	16	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Barambah Creek	Degilbo	...	Usual forms of application sent.
Bli Bli	Woombye, North Coast Line	27	Provisional school approved. Erection of building in abeyance pending transfer of site to Department.
Blyth's Creek Lauriston	Roma	...	Papers referred to District Inspector for inquiry and report.
Bororen	Gladstone Railway	26	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Bridgewater	Dingo, Central Railway	21	Provisional school approved. Usual information supplied.
Brigalow Creek	Goondiwindi	25	Provisional school approved. Usual information supplied.
Brixton	Barcaldine	26	Provisional school approved. Building completed and waiting inspection.
Brush Creek	Texas	...	Provisional school approved. Usual information supplied.
Burton	Westbrook	22	Provisional school approved. Building in course of erection.
Calcifer	Chillagoe	28	Provisional school approved. Usual information supplied. Site secured.
Calliungal North	Mount Morgan	...	Usual forms of application sent.
Chatsworth	Gympie	26	Provisional school approved. Usual information supplied. Site secured.
Coliseum	Miriam Vale	14	Provisional school approved. Erection of building in abeyance until parents agree as to a central site.
Coolgarra	Herberton	13	Provisional school approved. Residents to provide and furnish a suitable building. Prospective enrolment does not warrant immediate payment of a subsidy.
Coolmunda	Inglewood	18	Provisional school approved. Building erected and furnished, and waiting inspection.
Crosshill	Oakey	...	Usual forms of application sent.
Dargal Creek	Hodgson	11	Provisional school approved. Residents to provide and furnish a suitable building. Prospective enrolment does not warrant the granting of a subsidy.
Emu Park Riverton	Stanthorpe	4	The number of children (4) at each centre does not warrant the establishment of half-time schools.
Errisvale	Beaudesert	16	Provisional school approved. Department waiting advice that the building is available for school purposes.
Frenchman's Creek	Rockhampton	29	Provisional school approved. Works Department requested to prepare plans and estimate of a suitable building.
Friezland	Cloncurry	...	Usual forms of application sent.
Glassford Creek	Monal	29	Provisional school approved. Usual information supplied.
Goodwood	Howard	34	Provisional school approved. Usual information supplied.
Goondiwindi West	Goondiwindi	24	Provisional school approved. Building in course of erection.
Gordon's Lane	Mount Morgan	...	No formal application for establishment of a school received, but Lands Department requested to proclaim a school reserve.
Gregory River	Bundaberg	15	Provisional school approved. Usual information supplied.
Jundah	...	24	Provisional school approved. Building in course of erection.
Kandanga Creek	Gympie	14	Special Provisional school approved. Residents to provide and furnish a suitable building, and to contribute towards teacher's salary. Prospective enrolment does not warrant an ordinary Provisional school.
Kelvin Grove	Mackay	...	Usual forms of application sent.
Kenilworth	Eumundi, North Coast Railway	18	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Lappa Lappa	Montalbion	15	Provisional school approved. Residents have undertaken to provide and furnish a suitable building.
Lauriston Blyth's Creek	Roma	...	Papers referred to District Inspector for inquiry and report.
Limestone Creek	Yeppoon	...	Usual forms of application sent.
Longreach West	Longreach	29	Provisional school approved. Usual information supplied.
Mary River Heads	...	9	Marine Department decline to contribute towards a school, and the prospective attendance does not warrant payment of full salary by Education Department.
Mia Mia	Mirani	24	Provisional school approved. Building completed and furnished. School to be opened after summer vacation.
Moonbrea	Charleville	...	Usual forms of application sent.
Moonmera	Mount Morgan	30	Provisional school approved. Usual information supplied.
Moonstone	Croydon	24	Provisional school approved. Usual information supplied. Site secured.
Motley	Pittsworth	18	Provisional school approved. Building completed and waiting inspection.
Mount French	Dugandan	17	Provisional school approved. Usual information supplied.

Table H—*continued.*

LIST, with PARTICULARS, of SCHOOLS in COURSE of ERECTION, or in reference to which action was taken during the Year 1899.

School.	Locality or Railway.	Prospective Enrolment.	Remarks.
PROVISIONAL SCHOOLS—*continued.*			
Mount Garnet	Chillagoe	30	Provisional school approved. Usual information supplied. Works Department to invite tenders for a suitable building.
Mount Marlow	Bowen	19	Provisional school approved. Usual information supplied. Subsidy to be paid should an average attendance of twelve be maintained.
Mount Victoria	Mount Morgan ...	15	Provisional school approved. Residents to provide and furnish a suitable building. Prospective attendance does not warrant the granting of a subsidy.
Mourilyan...	Geraldton	18	Provisional school approved. Usual information supplied.
Munburra...	Cooktown	19	Provisional school approved. Usual information supplied.
McGee's Creek	Texas	22	Provisional school approved. Usual information supplied. Lands Department requested to proclaim school reserve.
McIvor	Cooktown	14	Committee requested to furnish further particulars in regard to site and cost of building.
Noogoora	Upper Brisbane River	15	Provisional school approved. Residents to provide and furnish a suitable building. Prospective attendance does not warrant the granting of a subsidy.
Oakey Creek	Texas	13	Prospective attendance does not warrant the establishment of a school, but residents advised to represent their case to District Inspector when he visits the locality.
Parkhurst...	Rockhampton ...	34	Provisional school approved. Usual information supplied. Site purchased.
Pickenjennie	Wallumbilla ...	...	Usual forms of application sent.
Plane Creek Upper ...	Mackay	17	Provisional school approved. Building completed and waiting inspection.
Polmaily	Miriam Vale ...	31	Provisional school approved. Usual information supplied.
Quinalow Creek	Bowenville	...	Usual forms of application sent.
Riversdale	Chinchilla	19	Provisional school approved. Usual information supplied.
Riverton	Stanthorpe	4	The number of children (4) at each centre does not warrant the establishment of half-time schools.
Emu Park... ...			
Runcorn	Eight-Mile Plains ...	25	Provisional school approved. Usual information supplied.
San José	Rockhampton ...	10	Special Provisional school approved. Residents to provide and furnish a suitable building, and to contribute towards teacher's salary.
Scotchy Pocket	Gunalda	14	Provisional school approved. Residents to provide and furnish a suitable building. Prospective attendance does not warrant the granting of a subsidy.
Seven-Mile	Noosa Road ...	16	Establishment of a school is not warranted, as there is already a school in the locality.
Six-Mile Camping Reserve	Roma	20	Provisional school approved. Usual information supplied.
Skyring's Siding	Gladstone	...	Usual forms of application sent.
Stonehenge	...	27	Provisional school approved. Tender for erection of building has been accepted.
Tabletop	Allora	32	Establishment of a school is not warranted in view of the number of existing schools in the neighbourhood.
Tambourine Mountain ...	...	9	Special Provisional school approved. Residents to provide and furnish a suitable building, and to contribute towards teacher's salary.
Taroborah...	Central Railway ...	20	Provisional school approved. Usual information supplied.
Tinowai	...	...	Usual forms of application sent.
Tonk's Camp	Georgetown... ...	15	Provisional school approved. Usual information supplied.
Toolburra North	Pratten	14	There is already a school in the district, and the prospective attendance does not warrant the granting of another school at present.
Yarraman Creek	Esk	...	Usual forms of application sent.

J. D. STORY, Record Clerk.

Table I.

IMPORTANT ADDITIONS AND REPAIRS, 1899.

School.	Work.	Cost.			Local Subscriptions.		
		£	s.	d.	£	s.	d.
Alberton	Improvements, repairs, &c.	58	0	0	3	6	0
Allenstown	Additions	460	0	0	80	8	0
Augathella	Playshed	138	0	0	27	12	0
Barcaldine	Additions and repairs	186	2	0	23	8	5
Beenleigh	Improvements and repairs	89	17	6	27	0	6
Blackall	Repairs, &c.	54	0	0			
Boonah	Additions to residence	59	11	0	8	13	2
Bowen Bridge Road	Repairs and improvements	113	0	0	10	8	0
Brisbane Central (Girls)	Playshed and gymnasium	363	0	0	75	12	0
Brisbane East	Additions to closets	126	0	0	21	0	0
Brisbane South (Girls)	Repairs to floors, &c.	94	15	0	7	0	0
Bulimba	Repairs, improvements, &c.	69	0	0	5	14	0
Bundaberg North	Repairs and painting	56	10	0			
Cairns	Additions	448	0	0	89	12	0
Cleveland West	Repairs, &c.	62	19	0			
Clifton	Additions, &c.	301	4	0	54	0	4
Condamine	Improvements and repairs	62	0	0	4	16	0
Coningsby	Additions to residence	92	0	0	18	8	0
Cooktown (Boys)	Additions to school	282	10	0	56	10	0
Coomera Lower	Playshed	72	14	0	14	10	10
Coorparoo	Additions, residence, &c.	104	0	0	18	12	0
Dinmore	Repairs and painting	45	0	0			
Drayton	Improvements and repairs	46	0	0	1	16	0
Eidsvold	Repairs, painting, and improvements	63	10	6	3	2	0
Emu Vale	Playshed	91	5	0	18	5	0
Eton	Additions, &c.	267	0	0	53	8	0
Figtree Pocket	Repairs and painting	49	10	0			
Fortitude Valley (Infants)	Re-covering roofs, &c.	133	0	0	7	2	8
Freestone Creek Upper	Playshed	76	17	6	15	7	6
Geraldton	Improvements, &c.	68	3	6	8	3	5
Glencoe	Repairs and painting	75	3	0			
Gracemere	Additions	162	0	0	32	8	0
Gympie Central	Repairs and painting	137	0	0			
Helidon	Additions to residence	75	0	0	15	0	0
„	Repairs and improvements	87	0	0	20	1	3
Howard	Improvements, repairs, &c.	67	14	5	3	11	0
Hughenden	Repairs and painting	101	13	2	18	11	0
Ipswich Central (Girls)	Repairs, improvements, &c.	423	5	0	6	4	0
„ „ (Boys)	Alterations, drillshed, for temporary school accommodation	205	0	0			
Kalkie	Improvements, repairs, &c.	122	0	0	6	7	0
Kangaroo Point	Improvements, repairs, and painting	348	0	0	5	0	0
Kirchheim	Fencing	52	9	4	7	10	5
„	Additions to residence	127	13	0	25	10	7
Laidley South	Playshed	68	7	0	13	13	5
Leichhardt street	Internal painting, &c., boys' school	45	15	0			
„	Fencing	125	17	0	25	3	5
Mackay (Boys)	Repairs, &c.	105	15	0	5	16	0
Ma Ma Creek	Playshed	61	8	0	12	5	7
Mareeba	New residence, &c.	420	0	0	84	0	0
Milton	Additions	514	0	0	102	16	0
Minden	Playshed	63	11	0	12	14	2
Mitchell	Repairs and improvements	60	5	0	8	16	0
Mount Kent	Improvements, repairs, and painting	45	17	0	1	3	1
Mount Morgan	Repairs and improvements	217	11	6	20	6	8
Muttaburra	Improvements, repairs, and painting	382	0	0	56	8	0
Normanton	Repairs and painting	85	12	0			
Peak Mountain	Repairs and painting	85	12	6	6	5	6
Petrie Terrace	Repairs and painting	62	5	0			
Pialba	Repairs, painting, &c.	53	11	9	2	10	0
Pine Mountain	Repairs and painting	129	0	0			
Port Curtis Road	Repairs, &c., and raising building	124	0	0	24	0	0
Richmond Hill	Additions	1,561	15	0	233	6	9
Roadvale	Playshed	65	8	0	13	1	7
Sellheim	Additions, fencing, and gates	299	5	0	59	17	1
Tallegalla	Additions to residence, &c.	82	0	0	17	16	0
Terror's Creek	Playshed	87	12	6	17	10	6
Teviotville	Improvements, repairs, &c.	96	9	0	5	8	0
Tummaville	Playshed	60	0	0	12	0	0
Urangan	Playshed	82	10	0	16	10	0
West End (South Brisbane)	Repairs and improvements	257	10	0	25	1	6
Winton	Additions to school and residence	1,092	0	0	218	8	0
Yeronga	Improvements, repairs, &c.	58	0	0	6	7	0

J. W. C. DRANE, Accountant.

Table K.

TATEMENT of RECEIPTS and DISBURSEMENTS for the YEAR 1899 (being parts of the Financial Years 1898-99 and 1899-1900).

RECEIPTS.	£ s. d.	DISBURSEMENTS.	£ s. d.	£ s. d.
Amount received rom Treasury, from st January, 1899, o 31st December, 899 (on account f Parliamentary ppropriation)	262,126 14 8	By DEPARTMENT—		
		Salary of Minister	250 0 0	
		Salaries of Officers	4,001 15 10	
		Contingencies	804 12 3	
				5,056 8 1
		„ INSPECTION—		
		Salaries of Officers	5,160 16 8	
		Contingencies	1,877 3 0	
				7,037 19 8
		„ STATE SCHOOLS—		
		Salaries of Teachers and Pupil Teachers	164,046 11 10	
		Extra Cost of living ...	3,280 14 1	
		In lieu of Residence ...	1,330 14 10	
		Travelling Expenses ...	992 9 6	
		Requisites	2,288 3 0	
		Incidentals	9,086 9 9	
				181,025 3 0
		„ PROVISIONAL SCHOOLS—		
		Salaries and Allowances to Teachers	38,539 19 11	
		Requisites	859 4 6	
		Buildings	3,310 11 7	
		Lytton Reformatory ...	100 6 8	
		Schools for Aboriginals ...	339 2 5	
		Instructor of the Blind ...	150 0 0	
				43,299 5 1
		„ SCHOLARSHIPS AND EXHIBITIONS TO UNIVERSITIES—		
		Scholarships to Grammar Schools	2,246 9 6	
		Exhibitions to Universities	700 0 0	
		University Extension ...	100 0 0	
		Bursaries –		
		Agricultural	50 0 0	
		Grammar Schools ...	651 1 6	
				3,747 11 0
		„ SCHOOLS OF ARTS—		
		Grants in aid	...	2,830 14 8
		„ TECHNICAL EDUCATION—		
		Brisbane North	2,795 17 3	
		„ South	264 15 11	
		„ West End ...	271 16 0	
		Sandgate	12 14 0	
		Southport	26 15 0	
		Ipswich	436 5 6	
		Toowoomba	192 15 2	
		Warwick	239 0 0	
		Allora—Victoria Institute...	32 15 11	
		Gympie	412 4 1	
		Maryborough	524 11 6	
		Bundaberg	254 8 6	
		Rockhampton	477 10 4	
		Mackay	179 3 6	
		Bowen	37 6 0	
		Townsville	653 7 6	
		Ravenswood	56 5 0	
		Charters Towers	816 10 4	
				7,684 1 6
		„ PHARMACY	...	80 1 0
		„ MUSEUM—		
		Salaries	704 0 0	
		Incidentals	494 7 3	
		Library	107 13 0	
		Specimens	59 10 5	
				1,365 10 8
		„ GRAMMAR SCHOOLS—		
		Brisbane (Boys') ...	1,000 0 0	
		„ (Girls') ...	1,000 0 0	
		Ipswich (Boys') ...	1,000 0 0	
		„ (Girls') ...	1,000 0 0	
		Toowoomba	1,000 0 0	
		Maryborough (Boys') ...	1,000 0 0	
		„ (Girls') ...	1,000 0 0	
		Rockhampton (Boys') ...	1,000 0 0	
		„ (Girls') ...	1,000 0 0	
		Townsville	1,000 0 0	
				10,000 0 0
	262,126 14 8		£	262,126 14 8

J. W. C. DRANE, Accountant.

Table L.

STATEMENT of EXPENDITURE on ACCOUNT of the FINANCIAL YEAR 1898–99.

Appropriation—vide Estimates-in-Chief and Supplementary Estimates.				Head of Service.	Expenditure.	Lapsed.	Forward.
		£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
DEPARTMENT—				DEPARTMENT—			
Estimates-in-Chief		...	1,000 0 0	Salary of Minister	750 0 0	250 0 0	
Ditto		...	3,910 0 0	Salaries of Officers	3,892 0 5	17 19 7	
Ditto		500 0 0					
Supplementary Estimates		293 9 6					
			793 9 6	Contingencies	793 9 6		
[illegible]				INSPECTION—			
[illegible]chief		...	5,120 0 0	Salaries	5,120 0 0		
[illegible]		...	1,850 0 0	Contingencies	1,777 17 5	72 2 7	
				SCHOOLS—			
[illegible]mates-in-Chief		160,531 0 0					
[illegible]ansfer to "Incidentals"		100 0 0					
			160,431 0 0	Salaries	160,343 16 11	...	87 3 1
Estimates-in-Chief		3,500 0 0					
Transfer to—							
"Schools Requisites" ...	£50 0 0						
"Schools Travelling Expenses"	100 0 0						
		150 0 0					
			3,350 0 0	Extra Cost of Living	3,334 14 8	15 5 4	
[illegible]chief		...	1,400 0 0	In lieu of Residence	1,321 12 8	78 7 4	
[illegible]		900 0 0					
[illegible] from "Extra Cost of Living" ...		100 0 0					
			1,000 0 0	Travelling Expenses	971 12 10	28 7 2	
[illegible]timates-in-Chief		2,750 0 0					
Forward from 1897-98		53 11 11					
		2,803 11 11					
Transfer from—							
"Provisional Schools Requisites"	£100 0 0						
"Extra Cost of Living" ...	50 0 0						
		150 0 0					
			2,953 11 11	Requisites	2,943 19 10	9 12 1	
Estimates-in-Chief		7,815 0 0					
Transfer from—							
"Provisional Schools Salaries"	£850 0 0						
"State Schools Salaries"	100 0 0						
		950 0 0					
			8,765 0 0	Incidentals	8,753 17 11	...	11 2 1
Estimates-in-Chief		38,670 0 0					
Transfer to "State Schools Incidentals" ...		850 0 0					
			37,820 0 0	Provisional Schools Salaries ...	37,773 13 11	46 6 1	
Estimates-in-Chief		1,250 0 0					
Transfer to "State Schools Requisites" ...		100 0 0					
			1,150 0 0	Ditto Requisites ...	1,150 0 0		

Table L—*continued.*

STATEMENT of EXPENDITURE on ACCOUNT of the FINANCIAL YEAR 1898-99—*continued.*

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.	£ s. d.	£ s. d.	Head of Service.	Expenditure. £ s. d.	Lapsed. £ s. d.	Forward. £ s. d.
SCHOOLS—*continued.*			SCHOOLS—*continued.*			
Estimates-in-Chief	3,000 0 0					
Forward from 1897-98	234 16 2					
		3,234 16 2	Provisional Schools Buildings	2,352 1 10	...	882 14 4
Estimates-in-Chief	...	120 0 0	Lytton Reformatory	120 0 0		
Ditto	...	300 0 0	Schools for Aboriginals	297 8 4	2 11 8	
Ditto	...	150 0 0	Instructor of the Blind	150 0 0		
GRAMMAR SCHOOLS—			GRAMMAR SCHOOLS—			
Estimates-in-Chief	...	2,825 0 0	Exhibitions—Scholarships	2,616 1 6	183 7 6	25 11 0
Ditto	...	950 0 0	Ditto To Universities	850 0 0	...	100 0 0
Ditto	...	125 0 0	Bursaries—Agricultural	87 10 0	37 10 0	
Ditto	...	609 0 0	Ditto Grammar Schools	490 8 6	103 11 6	15 0 0
Ditto	...	100 0 0	University Extension	100 0 0		
Ditto	...	500 0 0	Council of Education	...	500 0 0	
Ditto	...	1,000 0 0	Brisbane (Boys) Endowment	1,000 0 0		
Ditto	...	1,000 0 0	Ditto (Girls) ditto	1,000 0 0		
Ditto	...	1,000 0 0	Ipswich (Boys ditto	1,000 0 0		
Ditto	...	1,000 0 0	Ditto (Girls) ditto	1,000 0 0		
Ditto	...	1,000 0 0	Toowoomba ditto	1,000 0 0		
Ditto	...	1,000 0 0	Maryborough (Boys) Endowment	1,000 0 0		
Ditto	...	1,000 0 0	Ditto (Girls) ditto	1,000 0 0		
Ditto	...	1,000 0 0	Rockhampton (Boys) ditto	1,000 0 0		
Ditto	...	1,000 0 0	Ditto (Girls) ditto	1,000 0 0		
Ditto	...	1,000 0 0	Townsville ditto	1,000 0 0		
SCHOOLS OF ARTS—			SCHOOLS OF ARTS—			
Estimates-in-Chief	...	3,000 0 0	Grants in Aid	2,864 9 1	135 10 11	
TECHNICAL EDUCATION—			TECHNICAL EDUCATION—			
Estimates-in-Chief	2,500 0 0					
Supplementary Estimates	889 14 9					
		3,389 14 9	Brisbane North, School of Arts	3,389 14 9		
Estimates-in-Chief	...	250 0 0	Ditto South ditto	222 13 8	27 6 4	
Ditto	...	250 0 0	Ditto West End ditto	124 10 6	125 9 6	
Ditto	...	100 0 0	Sandgate ditto	12 14 0	87 6 0	
Ditto	...	100 0 0	Beenleigh ditto	...	100 0 0	
Ditto	...	100 0 0	Southport ditto	40 2 6	59 17 6	
Ditto	...	500 0 0	Ipswich ditto	500 0 0		
Ditto	...	250 0 0	Toowoomba ditto	173 3 3	76 16 9	
Ditto	...	250 0 0	Warwick ditto	243 2 0	6 18 0	
Supplementary Estimates	...	32 15 11	Allora, Victoria Institute	32 15 11		
Estimates-in-Chief	250 0 0					
Supplementary Estimates	107 16 6					
		357 16 6	Gympie School of Arts	357 16 6		

Table L—*continued.*

STATEMENT of EXPENDITURE on ACCOUNT of the FINANCIAL YEAR 1898-99—*continued.*

Appropriation—*vide* Estimates-in-Chief and Supplementary Estimates.			Head of Service.	Expenditure.	Lapsed.	Forward.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
AL EDUCATION—*continued.*			TECHNICAL EDUCATION—*continued.*			
nates-in-Chief ...	250 0 0					
lementary Estimates ...	446 16 0					
		696 16 10	Maryborough School of Arts ...	696 16 10		
ates-in-Chief ...	...	250 0 0	Bundaberg ditto ...	250 0 0		
itto ...	250 0 0					
mentary Estimates ...	348 6 0					
		598 6 0	Rockhampton ditto ...	598 6 0		
tes-in-Chief ...	...	250 0 0	Mount Morgan ditto ...	...	250 0 0	
itto ...	...	250 0 0	Mackay ditto ...	165 8 6	84 11 6	
Ditto ...	500 0 0					
ementary Estimates ...	67 7 0					
		567 7 0	Townsville ditto ...	567 7 0		
ates-in-Chief ...	...	250 0 0	Ravenswood ditto ...	...	250 0 0	
Ditto ...	500 0 0					
lementary Estimates ...	234 14 10					
		734 14 10	Charters Towers ditto ...	734 14 10		
imates-in-Chief ...	...	250 0 0	Cooktown ditto ...	...	250 0 0	
Ditto ...	...	250 0 0	Normanton ditto ...	...	250 0 0	
ACY COLLEGE—			PHARMACY COLLEGE—			
stimates-in-Chief ...	...	100 0 0	Endowment ...	100 0 0		
EUM—			MUSEUM—			
Estimates-in-Chief ...	...	704 0 0	Salaries... ...	704 0 0		
Ditto ...	...	300 0 0	Incidentals ...	259 14 1	...	40 5 11
Ditto ...	100 0 0					
Forward from 1897-98 ...	14 3 8					
		114 3 8	Library ...	95 6 8	...	18 17 0
Estimates-in-Chief ...	...	50 0 0	Specimens ...	34 15 5	...	15 4 7
TOTAL ...	...	£262,402 13 1	TOTALS ...	£258,157 17 9	£3,048 17 4	£1,195 18 0

J. W. C. DRANE, Accountant.

Table M.

STATEMENT of LOCAL SUBSCRIPTIONS ACCOUNT for the Year 1899.

RECEIPTS.

	£ s. d.	£ s. d.
To Balance from 1898 ...	1,946 10 5	
„ Contributions during 1899	5,585 6 3	
„ Interest, 1st July, 1898, to 30th June, 1899	63 12 3	
		7,595 8 11
		£7,595 8 11

DISBURSEMENTS.

	£ s. d.	£ s. d.	£ s. d.
By Local subscriptions returned—			
Wallumbilla ...	2 2 0		
Jimboomba ...	3 1 0		
Veresdale Scrub	20 0 0		
Ipswich West...	4 12 3		
West End ...	10 10 6		
Eagle Farm ...	3 11 0		
Lytton... ...	2 14 9		
Gunalda ...	46 0 0		
Mount Cotton...	3 10 0		
Hill View ...	27 0 0		
Alpha	7 16 10		
Stockleigh ...	16 15 0		
		147 13 4	
„ Transfer to Collection Account		7 10 0	
„ Amounts paid to Works Department		3,829 8 4	
			3,984 11 8
„ Balance forward to 1900...		...	3,610 17 3
		£	7,595 8 11

J. W. C. DRANE, Accountant.

Table N.

STATEMENT showing the AID GRANTED by GOVERNMENT to the existing GRAMMAR SCHOOLS to the 31st DECEMBER, 1899.

SCHOOL.	FROM DATE OF ESTABLISHMENT TO 31ST DECEMBER, 1898.		DURING 1899.		TOTAL.
	In Aid of Building.	Annual Endowment.	In Aid of Building.	Endowment.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brisbane (Boys') ...	4,000 0 0 6,000 0 0 2,000 0 0	29,021 18 3	...	1,000 0 0	*†42,021 18 3
Brisbane (Girls') ...	4,000 0 0 6,000 0 0 2,000 0 0	18,625 0 0	...	1,000 0 0	†31,625 0 0
Ipswich (Boys') ...	5,521 9 6 2,000 0 0	35,000 0 0	...	1,000 0 0	‡43,521 9 6
Ipswich (Girls')	4,000 0 0	7,000 0 0	...	1,000 0 0	12,000 0 0
Toowoomba	5,333 15 6 2,000 0 0	22,000 0 0	...	1,000 0 0	‡30,333 15 6
Maryborough (Boys') ...	4,000 0 0 3,500 0 0	17,333 6 8	...	1,000 0 0	§25,833 6 8
Maryborough (Girls')	4,000 0 0	14,750 0 0	...	1,000 0 0	19,750 0 0
Rockhampton (Boys')	4,000 0 0	18,000 0 0	...	1,000 0 0	23,000 0 0
Rockhampton (Girls')	4,000 0 0	6,750 0 0	...	1,000 0 0	11,750 0 0
Townsville	5,200 0 0	10,500 0 0	...	1,000 0 0	16,700 0 0
TOTALS ... ... £	67,555 5 0	178,980 4 11	...	10,000 0 0	256,535 9 11

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* Exclusive of amount received by Trustees for the original Grammar School Building (£10,000) and for the resumption of portion of the original Grammar School Reserve for Railway purposes—viz., £4,677 0s. 1d.; total, £14,677 0s. 1d.

† Inclusive of Loan of £8,000 } Being repaid by half-yearly instalments of principal with interest.
‡ „ „ £2,000 }
§ „ „ £3,500 }

J. W. C. DRANE, Accountant.

an attendance of between forty and fifty pupils. Such teachers should make certain that they have good work to show in the ordinary subjects, and they may trust to be forgiven if they have not got through or even to their Euclid and algebra; but I am very much mistaken if they will not have a boy or two, with perhaps a girl or two, lying in wait for the inspector with a slate full of x's and y's on the one side and Euc. I. 5 on the other, who would be very greatly disappointed if the inspector cantered away without giving them an opportunity of showing all this knowledge, and explaining how they had got it by patient application and stray hints from their teacher at odd times stolen from his busy time elsewhere.

My sympathy goes out strongly also to the female teachers and pupil-teachers, who were brought suddenly face to face with mathematics, and on whom this year a further portion of arithmetical and mathematical work has been laid. I do not forget that they are handicapped with a subject more than the males, namely, needlework. I admire the way in which they have faced the new work, and the references to them in this respect, in inspectors' reports, are handsome and appreciative. They should, therefore, persevere and take courage. I believe that in the end the work and the effort to overtake it will be beneficial to them, both directly and indirectly.

In the annual reports of the district inspectors is to be found much information regarding schoolkeeping and teaching that should be of service to teachers; and the inspectors would also benefit, I think, by study of each other's reports. Where the opinions of the inspectors appear to differ, I think the apparent divergence is not so much due to real clashing of ideas as to difference of standpoint and consequent alteration of the aspect of the object looked at. It sometimes happens, for example, that an inspector is seized with a feeling that some particular subject is in danger of being overlooked; and he dwells upon that disproportionately, as some might think, until it is improved or some other object claims special attention. The great danger with all of us is that we grow stale with constant unrelieved effort, and our daily pathway rutworn; and we should try to throw into our work whatever of freshness and variety we can.

I have, &c.,
D. EWART, General Inspector.

APPENDIX B.

REPORT OF MR. SENIOR DISTRICT INSPECTOR PLATT.

South Brisbane, January, 1900.

SIR,—I have the honour to submit my General Report for the year 1899.

SCHOOLS.—The district assigned to me for inspection was East Moreton South. It includes the country lying south of the Brisbane River, and east of a straight line from Oxley to the New South Wales border. Within this area there were open at the end of the year 44 State, 40 Provisional, and 6 Denominational, schools, making a total of 90 schools to be inspected. In the course of the year new schools were opened at East Brisbane, Jimboomba Timber Reserve, Veresdale Scrub, and Witheren; the schools at Sarabah and Gleneagle were closed: and applications were received and dealt with for new schools at Norman Park, Errisvale, and Runcorn.

The total number of detailed inspections made was 95. Witheren, opened late in the year, was the only school not inspected. Six of the State schools were inspected in detail a second time owing to changes in the staff. Several schools were visited a second time in order to test the practical skill of teachers coming up for examination. There were ten special visits of inquiry in connection with proposals to establish new schools and other matters, and many incidental visits were made in the course of travel. Ordinary inspections commenced on 13th February, and ended on 14th December. The balance of the year is accounted for by reporting, by work connected with the annual examination of teachers, and by leave of absence for two weeks.

At East Brisbane, Dunellan, Junction Park, Bulimba, Mount Gravatt, Sherwood, and Redland Bay, the accommodation was insufficient. At Coomera, Eight-Mile Plains, Southport, and Wellington Point it was barely sufficient At Brown's Plains and at Tambourine the buildings and furniture were unsuitable. With these exceptions the material condition of the schools may be considered as generally satisfactory.

As caretakers I found all the teachers watchful, most of them competent, and not a few perseveringly laborious in improving the school grounds. After some years' absence from work in the country districts, I was this year much impressed with the change for the better in the appearance of the school premises and buildings.

PUPILS.—In the schools controlled by the Department, there were present at inspection 6,698 pupils out of an enrolment of 8,009. That is to say, out of 100 pupils on the roll 83 were present. This ratio is slightly greater than that of the average attendance to the enrolment calculated for the whole of the year, because, in schools requiring more than one day to inspect, special efforts are made to be present on one or other of the days. But on the whole it may be accepted as a fact that on ordinary school days, out of 10 children on the roll 8 will be present.

In the 84 schools under State control, there were 27 sixth classes and 55 fifth classes. Of the total enrolment, the pupils of Class VI. formed 2·8 per cent., and those of Class V. 9·5 per cent. For some of these upper classes the only qualification of the pupils was the time spent in the classes below them, as many of the teachers had been promoting and starting fresh work every six months irrespective of actual acquirements. They were under the impression that the Regulations required them to do so.

With one notable exception, the school records were well kept in nearly every school. The exception was the admission and progress register, which ought to contain particulars identifying every child who has been at the school since it was established, with time entries showing his career from class to class. It is a most interesting record; in fact, it is the only one worth preserving as long as the school exists. Neglect to post into it the dates of promotions was very common, and in a few instances no promotions had been entered for years. It is to be regretted that the only permanent record of a school, containing entries for possibly forty years, should be constructed of the flimsiest of paper stitched into a weak paper cover.

TEACHERS.—In the 84 schools controlled by the Department 200 teachers were employed. Of these 95 were classified, 46 unclassified, and 59 were pupil-teachers. For each teacher employed there were, on an overage, 40 pupils on the roll, and 33 present at inspection.

INSTRUCTION AND DISCIPLINE.—*Reading.*—As regards recognition of printed words, this branch is well taught; the lessons in the reading books are read fluently. As regards distinct articulation of consonants and pure enunciation of vowels, there is much room for improvement. But, above all, the delivery is far below an attainable standard in most schools. The children appear to read to themselves or to a teacher with a book in his hand; they forget that reading aloud is for the benefit of an audience that is possibly hard of hearing, dull of understanding, and disinclined to exertion. It is very seldom that voice, articulation, emphasis, and expression are such that a listener simply cannot avoid taking in the words and meaning.

Recitation of Verse.—As a rule this exercise is a more or less imperfect repetition of words without taste or feeling. Occasionally one is agreeably struck by an appreciative rendering.

Writing.—On the whole the results are not unsatisfactory. They would be better if more time could be given to writing from copy under proper supervision and guidance.

Arithmetic.—The purely mechanical operations give satisfactory results in most schools, but a fair degree of skill in applying the rules to practical purpose is exceedingly rare. One reason of this is that the uses of each of the four simple rules, the terms of the sums and their relations to one another, and the modes of proving the answer, are not taught and illustrated in the lower classes. Results would be more satisfactory if, on one day in each week, the time for arithmetic were devoted to the revision, application, and extension of rules learned in lower classes.

Mensuration.—Good results were obtained in most schools. This branch interests the children, and I should like to see more time given to it.

Euclid.—In no school had the full amount of schedule work been attempted. I based my valuation on tests applied to the work attempted, irrespective of the full requirement. It consisted for the most part of the definitions, axioms, and postulates. In schools having a sixth class a few propositions had been attempted. I tested these orally, and found that to a few children the exercise was intensely interesting and excellent training, but that to the great majority anything beyond the memory of the definitions was unattainable without enormous time and labour.

Algebra.—As in Euclid, I took the work attempted, and my values were based on that without reference to the full requirement. In all but 3 schools the work was confined to the four elementary rules, and this mechanical work gave very fair results. In 3 schools only was I able to give a simple practical problem for solution by an equation.

It is clear that great efforts have been made to get these new branches into the school time-tables. Arithmetic and mensuration, and probably writing, have suffered in consequence. Whether the benefit to 12·3 per cent. of the pupils balances the loss to the whole school remains to be seen. If all children could remain at school to the age of 15, or to be transferred to a secondary school at 14, I think the introduction of these branches would be good; but, as things are, to nine-tenths of the children the amount they obtain is too trifling to be of use, and the newly opened educational paths are mere blind alleys.

Science.—Some half-dozen teachers have selected a special branch of science other than the "Physics" of Grieve's Mechanics. I found agriculture in 2 schools, geology in 2, botany in 1, magnetism and electricity in 1. As far as I could discover, the results are as yet a few phrases and terms, lodged more or less securely in the memory. It is, however, too soon to decide as to the value of the teaching. To my mind, the pursuit of science, either for use or as an instrument of culture, requires close attention and patient persevering investigation—exercises disagreeable to children—and also far more time than can possibly be given to it in an elementary school. The *results* of science may be made easy to children, but science itself should, I think, be reserved for special schools and undivided attention.

Drawing.—The results vary with the skill of the teachers, but useful work is done in every school, and the lesson is liked by most children.

Music.—In the majority of schools songs are given with pleasing effect. I did not find time to test the reading of music in any school.

Drill.—The requirements of the Schedule were fairly met in all but a few schools.

Geography.—The descriptive geography is mainly an exercise of memory, and results vary. The mathematical and physical geography of Class VI. was rather shallow in all but 3 of the best schools.

Grammar.—The accidence of the noun, pronoun, and verb was unsatisfactory. Syntax, parsing, and composition gave satisfactory results in the great majority of schools. Prefixes, affixes, and roots gave no results of any value. To correct the weakness in the accidence many teachers have found the little grammar and derivation book published by Angus and Robertson, Sydney (price 2d.), of great use.

History.—I found the results very unequal and uneven. The subject is in danger of being crowded out.

Needlework.—Useful work was done in all schools, and very creditable work in a few.

Conduct and Manners.—When travelling the roads and visiting the schools I was often struck with the improvement in the manners of the children, the direct result, I believe, of the increased attention given to the matter of late. I hope teachers will continue to exalt conduct and manners in school life, not only as regards surface politeness, but in every other respect.

In nearly all schools the character of the discipline was suitable and calculated to secure favourable working conditions, but in many of them the teacher's standard was not sufficiently exacting for the good of the children. To train restless childhood to habits of self-control and sustained effort, and to create in it the sense of duty, is not a task for the weak, the vacillating, and the slack-minded, but for men and women of lofty purpose, clear brain, and strong will.

I have, &c.,
JAS. PLATT,
Senior District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR KILHAM.

Toowoomba, February, 1900.

SIR,—I have the honour to submit my General Report for the year 1899.

DISTRICT.

The Northern Downs inspectoral district was slightly modified by taking off the 8 schools to the west of Charleville and Cunnamulla. The total distance travelled during the year was 5,611 miles—viz., 3,896 by rail and 1,715 by coach or buggy.

SCHOOLS.—The schools in operation at the end of the year were 93, being 36 State, 53 Provisional, and 4 Roman Catholic schools. These may be subdivided as follows :—

State schools for boys only	2	with enrolment ...	548
„ „ „ girls „	1	„ „ ...	245
„ „ „ girls and infants	1	„ „ ...	439
„ „ „ mixed (boys, girls, and infants) ...	31	„ „ ...	3,661
„ „ „ infants only	1	„ „ ...	104
Provisional schools (full time)	45	„ „ ...	1,089
„ „ (half-time)	8	„ „ ...	67
Roman Catholic schools	4	„ „ ...	542

New Provisional schools were opened during the year at Cuttaburra (near Cunnamulla), Mount Darry (near Goombungee), Drillham (on the Western Railway), and King's Tent (near the Bunya Mountains). A State school was applied for near Harlaxton, and Provisional schools at Six-Mile Camp and Blythdale Creek (near Roma), and at Riversdale (near Chinchilla). The Provisional schools at Amby and Doctor's Creek are being converted into State schools. Annievale, East Prairie, and Kogan were closed. Seventy-three schools were fully inspected—viz., 35 State, 35 Provisional, and 3 Roman Catholic schools. The following Provisional schools were not inspected for want of time :—Bergen, Djuan, Glenaven, Moss View, Plainby, Prestons, and Mount Darry. The following were not open at the time of my visit:—Annievale, Cuttaburra, Drillham, King's Tent, Kogan, Tipton, West Prairie, Wyandra, Nellybri, Retreat, and Maida Hill. In addition to the detailed inspection of schools, 14 incidental visits were made, 14 candidates were examined for admission into the service, 8 inquiries for the establishment of new schools, and 2 investigations of complaints against teachers were held.

MATERIAL ORGANIZATION.

The accommodation is insufficient at Charleville, Cunnamulla, Goombungee, Mitchell, Taroom, Wallumbilla, Wilsonton, North Toowoomba (boys), and North Toowoomba (girls). In all these schools the floor space is under 8 square feet for each child in average attendance, so that teaching on verandas and in play-sheds has to be resorted to, and attention, discipline, order, and progress suffer considerably in consequence. The schools in Toowoomba have been overcrowded for years, the difficulty in raising local contributions for their enlargement being almost insurmountable. It is a question whether in the near future a school rate will not have to be imposed in each district to provide for school accommodation where the voluntary system fails. The following schools, having less than 10 square feet to each pupil in average attendance, are becoming overcrowded—viz :—Dalby, Glencoe, Gowrie Little Plain, Jondaryan, Miles, Roma, East Toowoomba, South Toowoomba (girls), and Yeulba.

The buildings, with one exception, were reported in very good condition, well furnished, and fully supplied with apparatus and teaching material. Seven schools on the Downs are still without stoves, and 6 have no teachers' residences attached. A sum of £30 was authorised by me for minor repairs.

A great improvement is to be noted in the style and workmanship of buildings now being erected, both as State school houses and teachers' residences; but committees of Provisional schools require more definite instruction as to the side of the building on which the single veranda is to be erected, as in many cases it has been placed on the south, where no protection from the sun is needed.

The facilities for obtaining education by bush children in this district are ample, as no child need be deprived of schooling if the parent applies for it. Two families with half a dozen children each can have a teacher, with full supply of apparatus and teaching material for their special use. The Department can go no further, except by providing a separate teacher for every family. This too liberal supply of teachers to half-time schools, which is increasing year by year, must eventually become too burdensome for a heavily-taxed country to support. No advantage has yet been taken of clause 19 of the Act, which, if put into force, would result in a great saving of expenditure to the Department by preventing the multiplication of Provisional schools around large centres of settlement, where one State school, with boarding-house, would supply the needs of the whole locality.

INTERNAL ORGANIZATION.

STAFF.—In State schools, the average staff strength is one teacher to 32·4 pupils, and ranges from 49 at Morven to 13 at Cattle Creek. The staff is numerically weak at Morven, Goombungee, Gomoron, and Cunnamulla ; but excessively strong at Cattle Creek, Gowrie Creek, Glencoe, Gowrie Junction, Gowrie Little Plain, Highfields, Oakey Creek, and Wallumbilla. The average number of pupils to each teacher in Provisional schools is 16, ranging from 38 at Jackson to 7 at Blaxland, or to 5 pupils at Wangary and Lauriston half-time schools.

The total number of teachers employed in this district is 186, of which 78, or 42 per cent., are classified ; and 108, or 58 per cent., are unclassified and untrained. They may be divided into 86 head teachers, 52 assistants (10 males and 42 females), and 48 pupil-teachers (16 males and 32 females). As shown above, most schools are amply staffed, but in too few of our larger schools is the staff judiciously distributed : no distinction is made in the work of a highly paid assistant and that of a young pupil-teacher at a low salary, except that the assistant is frequently found teaching small drafts in the upper part of the school, while the young pupil-teacher is struggling with enormous classes of young children in the lower. Many head teachers have failed to discover that it requires a more skilful teacher for young children than for more advanced pupils in higher classes, and others cannot be convinced that small drafts are necessary in the first classes while the upper classes of the school may be twice as large; the reverse of this is the usual practice. A teacher who has divided his school into sections, and placed each section under an assistant and a pupil-teacher has made the best use of his staff. The assistant is responsible for all the work in his section, and intrusts only the mechanical lessons to the pupil-teacher under his charge, who is also shown the proper methods to be employed. In this manner, pupil-teachers receive regular and graduated training to fit them for the charge of a class in which mechanical work and intellectual instruction are combined.

CLASSIFICATION is chiefly defective through a too rigid adherence to the standards of proficiency in Schedule VI. Classes are frequently and unnecessarily formed for one or two pupils, who are slightly in advance of the rest, and thus drafts are multiplied to an injudicious extent, with a consequent waste of teaching power The strength of the staff determines the number of drafts in a school, as no more should be formed than can be properly officered, yet it is not uncommon to find 3 and 4 drafts to each teacher in consequence of too minute a classification of pupils who would make far greater progress by working together in larger classes. Teachers are under the impression that rapid promotion means rapid progress, and hence many pupils are promoted before their average attainments in all the subjects of instruction show that they are fit for it.

The total enrolment in schools inspected is 6,305—viz.: in State schools, 4,917; in Provisional, 877. The number of pupils examined is 5,508—viz.: in State schools, 4,342 (88·3 per cent. of enrolment); and in Provisional schools, 683 (77·8 per cent). The percentage of enrolment in each class in State schools is—sixth class, 2·1; fifth, 9·5; fourth, 16; third, 16·1; second, 24; and first, 32·1. In Provisional schools—fifth class, 4·9; fourth, 14·2; third, 18·6; second, 24·2; and first, 39·9.

The average attendance for the whole district was 5,081·6 or 80·5 per cent. of the enrolment—a great improvement on the average of last year. The regularity of attendance, however, has not been so good, as only 50·4 per cent. in State schools, and 45·7 in Provisional schools have attended 4 days out of 5. In 22 State and 20 Provisional schools, more than half the pupils fail to attend regularly. Admissions during the year into State schools were 1,279 boys and 1,026 girls; into Provisional schools 212 boys and 195 girls.

GOVERNMENT.—The discipline in State schools is usually reported as very good; in only 4 schools was it found to be unsatisfactory. Tone is considerably improved in both town and country schools since the introduction of the lessons on conduct and manners; it is evident, that in most schools children are trained to habits of modest, orderly, and courteous behaviour, not only on the school premises, but at all times. The sheets on Good Conduct, suspended in every school, have had a beneficial effect, in constantly keeping before the minds of pupils and teachers, the necessity for polite manners. Much time is lost in some schools for want of an orderly arrangement of the presses, causing delay in finding the working material at each change of lessons. A minute or two lost in this manner each half-hour may appear a trivial matter, but, when multiplied by 20 or 30 pupils in each class, it becomes a serious loss.

INSTRUCTION.—Reading continues to improve in quality, as better methods of teaching are adopted; it was reported to be good in 19 State schools and 10 Provisional. Teachers are beginning *to teach* the subject instead of, as formerly, simply *hearing* the children read. Lessons are more carefully prepared to secure an intelligent knowledge of the text and grasp of the subject which enabled pupils to express the meaning of the authur in a natural tone with due attention to emphasis and expression; and, where trained assistants are employed in the lowest class, articulation and enunciation are receiving much more careful training.

Writing gives satisfactory results generally, as good writing may be obtained by any set of copy books if due care is exercised by the teacher. The only advantage in having a uniform series adopted by the Department would be to make it unnecessary for booksellers to keep every series that is published.

Arithmetic is taught with varying success, giving the most uneven results of all school subjects, and frequently indicating a defective classification. Sufficient use is rarely made of the home exercises to supplement the school time in revision of back rules, and, as school hours are insufficient for this purpose, former rules are neglected and forgotten. No subject requires so much silent practice to secure accuracy of working, yet many teachers fritter away valuable time by setting pupils to write out tables for half an hour when they should be working sums.

Algebra was taught in 25 schools, but in very few had it reached the standard required by Schedule VI. Teachers complain that the work planned for each half-year is more than can be accomplished without unduly encroaching on the time required for arithmetic or other important subjects. The results obtained gave an average of 45 per cent., and ranged from good in some schools to failure in others.

Euclid was taught in 21 schools and with better results, the average being 65 per cent., mostly, however, for memory work.

Science, taught in 24 schools, was generally confined to the old subjects, mechanics (in 10 schools) and agriculture (in 12 schools). In 2 girls' schools geology was taught with fair results, the teachers having purchased collections of mineral specimens to illustrate their lessons. Object lessons are still badly taught, being given most frequently without objects and without aim. The Australian Object Lesson Book, recently published by Angus and Robinson, would supply teachers with an excellent choice of subjects, plenty of blackboard illustration, and ample information.

As physiology, chemistry, electricity, magnetism, acoustics, light and heat cannot be successfully taught without expensive apparatus, none of these subjects were attempted.

Music, as a subject of instruction, has dropped out of the Schedule—nothing is now attempted beyond teaching school songs by ear. Drawing is fairly well taught in most schools. Drill generally gives good results in the playground, but there is often a lack of precision and a waste of time in conducting class movements at changes of lessons in school.

With regard to the new subjects, Algebra and Euclid, introduced into the curriculum last year, I find everywhere an earnest effort to reach the prescribed standard, and especially so in girls' schools, where assistants and head teachers have had to study these branches unaided in order to teach them. This, however, has had no perceptibly detrimental effect on the results, which are as satisfactory in girls' schools as in others. The introduction of these extra subjects into larger schools is a decided advantage, as affording more scope for intellectual training; but in smaller schools, where the teacher is without an assistant, I doubt whether the ordinary school work, and especially that of the lower classes, will not suffer in consequence of the extra call on the teachers' attention to a few pupils in the higher classes.

SCHOOL COMMITTEES.—The first two specified duties of school committees, viz., (1) to take care that the school buildings are not used for any unauthorised purpose, and (2) to observe and report upon the state of the school buildings and premises, are usually well carried out; but the 3rd and 4th are invariably neglected. In three State schools, the committees are reported to visit periodically, but in one only have they inspected the registers and records. Too few use their influence with parents to induce them to send their children regularly to school. In performing this duty properly they would be most helpful to the teacher and the school.

The following State schools are noteworthy for general efficiency and highest results:—Gowrie Little Plain, 80; Cattle Creek, 75; Surat, 71; Glencoe, 70; Gowrie-road, 69; Gomoron, 69; North Toowoomba (girls) 69; Middle Ridge, 68; Goombungee, 68; East Toowoomba, 66; Wilsonton, 66; Roma, 65; Mitchell, 65; South Toowoomba (girls), 65; and South Toowoomba (infants), 65.

I have to report generally in the highest terms of the industry, diligence, energy, and conscientiousness of the teachers in this district.

I have, &c.,

J. KILHAM,
District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR CAINE.

South Brisbane, March, 1900.

Sir,—I have the honour to submit my General Report for the year 1899.

The limits of my district—Moreton North—were about the same as in the previous year, but fewer schools near Brisbane were on my list. The district included some schools in Brisbane, and in the northern suburbs; all the schools in the Pine, Caboolture, Woodford, and Kilcoy districts; those in the Brisbane Valley district from Pine Mountain to Ivory's Creek; and the group of schools near Nanango, in the Burnett district. Two new Provisional schools were opened in the district during the year—one at Elgin Vale in the Burnett district, and one at Armstrong Creek in the Pine district.

The number of schools on my list at the beginning of the year was 90, consisting of 40 State schools, 42 Provisional, and 8 Roman Catholic.

Before the close of the year the 2 Provisional schools mentioned were added, and brought the total number up to 92.

The work of inspecting began on the 14th February, and ended on the 15th December; but the preparation of all the reports was not finished till the 8th January of this year. Ninety of the 92 schools were inspected in detail, and reports on their condition as to accommodation, discipline, proficiency, &c., were furnished. The 2 schools not inspected were Provisional schools—Newton and Armstrong Creek—the former being closed on two occasions when visited, and the latter having been newly opened only a very short time before the Christmas vacation.

The number of children examined in the State schools was 3,271, in the Provisional schools 852, and in the Roman Catholic schools 1,381, the total being 5,504.

During the year applications for new State schools for Strathpine, and for the combined districts of Eagle Farm and the Hamilton, and for new Provisional schools at Armstrong Creek and Kunioon were received. These localities were visited, and the applications were reported on. Elgin Vale, Ivory's Creek, and Armstrong Creek were visited for the purpose of inspecting the new school buildings, and Booie, in order to select a site for a new and larger schoolhouse, rendered necessary by the increasing settlement. One complaint against a teacher was investigated and reported on.

MATERIAL ORGANIZATION.

The State school buildings are generally satisfactory in kind, and in a very fair or good state of repair. The State school furniture and appliances were found to be sufficient in quantity and satisfactory in description. Some of the buildings are old, but they are being repaired and added to from time to time The newer buildings and furniture are, of course, the better. There was sufficient accommodation for the number of pupils in average attendance at every State school except Clayfield, Bald Hills, and Indooroopilly Pocket, and at several the accommodation was abundant. When the Taringa school is built, the Indooroopilly Pocket school will, no doubt, be sufficiently large. At the Lowood and Esk schools the floor space was barely sufficient; an addition is to be made to the latter.

The type of Provisional school building is steadily improving; the new ones are all superior to the old, and some of the old ones are being replaced by new buildings. It would be a great improvement if the plans and specifications required that a veranda should be provided on the north side of the building whenever the front veranda faces the south, as it does very often. In the summer the north or north-west wall, unprotected, becomes very hot, and makes the temperature of the room very trying. Another desirable addition to the specifications is the painting of the whole of the outside of the building. This would be not only an improvement to the appearance, but also true economy.

The floor space in the Provisional schools was sufficient in every case with two exceptions. At Booie it was quite insufficient, but a new school was being provided, and is now probably open. At Hopetoun, a growing township, the accommodation is slightly insufficient. Indeed, the attendance at this Provisional school is sufficient to justify the establishment of a State school. But the residents appear to be satisfied with the progress made by their children under the present *régime*. There is another large Provisional school in this district—that at Upper North Pine, which remains a Provisional school for the same reason.

The supply of material for instruction in the great majority of schools—State and Provisional—was sufficient. Needful requirements were recommended.

The grounds of the State schools are all fenced, the fences being in fair order, and the water supply is generally good. Some Provisional schools are fenced, but not all; and only some are supplied with tanks. The *new* Provisional schools are always provided with tanks, but not always with fencing. Frequently the teacher and some of the pupils ride to school, and a fence is then very necessary. Indeed it would be well to make the fence an absolutely indispensable item in the specifications of the Provisional school.

INTERNAL ORGANIZATION.

The table below shows the number of teachers, male and female, classified and unclassified, and the number of pupil-teachers who are employed in the State and Provisional schools of this district.

It will be seen that in the 40 State schools, all of which are mixed, there were 38 male head teachers and 2 female. Of the 38 male head teachers, 33 were classified, and 5 unclassified. Of the 2 female head teachers, 1 was classified and 1 was not. These 6 unclassified head teachers were, with one exception, in charge of unclassified State schools. All of the assistant teachers in the State schools, except 1, are classified.

Of the 42 Provisional school head teachers, 13 were males and 29 females, all but 1 female being unclassified. In only 1 Provisional school was there an assistant, and she was unclassified.

Teachers.

—	Males.					Females.				
	Classified.		Unclassified.			Classified.		Unclassified.		
	H.T.	A.T.	H.T.	A.T.	P.T.	H.T.	A.T.	H.T.	A.T.	P.T.
State Schools	33	5	5	0	11	1	25	1	1	17
Provisional Schools	0	0	13	0	0	1	0	28	1	0

Many of the head teachers of the State schools are working energetically, and producing satisfactory or creditable results; but there are, unfortunately, a few exceptions. These have taught their own classes only moderately or fairly, and not as well as other and lower classes have been taught by subordinates.

The assistants are generally efficient and hardworking.

The pupil-teachers are, on the whole, fairly promising, and are trying to give satisfaction.

Of the Provisional school teachers, as a body, I can speak in the highest terms. Most of them have done their work satisfactorily or very creditably, and often the results of their classes are better than those of the corresponding classes in State schools. There are a few, however, who deserve no praise.

The following table shows that at the end of the month preceding inspection the number of pupils on the rolls of the State and Provisional schools was 5,306, that the average attendance during the same month was 4,086·6, and that the average attendance was 77 per cent. of the number enrolled. It shows also that, out of 5,437 pupils on the rolls for the preceding quarter, 2,792 attended four days out of five, or 51·3 per cent. of the number on roll. Details for the State and Provisional schools separately are also given.

—	State Schools.	Provisional Schools.	Total.
On roll end of month preceding inspection	4,220	1,086	5,306
Average attendance during month preceding inspection	3,273·7	812·9	4,086·6
The average attendance is the following percentage of enrolment ...	77·5 [70]	74·8 [72·1]	77
On roll end of quarter preceding inspection	4,332	1,115	5,437
Attendance 4 days out of 5 in quarter preceding inspection	2,296	496	2,792
The attendance 4 days out of 5 is the following percentage of enrolment	53·1 [44·5]	44·4 [40·7]	51·3

For purposes of comparison, the percentages of the average attendance and of the attendance 4 days out of 5 of the enrolment in State and Provisional schools for the preceding year, 1898, are given in the table (within brackets). The attendance last year was, therefore, better than in 1898. Of course, this was to be expected. In 1898 sickness was widespread; last year, with few exceptions, the schools were very free from it.

The table shows that in the State schools only 53·1 per cent. of the number on roll attended four-fifths of their time, and in the Provisional schools only 44·4 per cent. In some of the Provisional schools, and in some of the smaller country State schools, the attendance has been very irregular. Sometimes sickness is the cause and sometimes wet weather, and, of course, these are legitimate excuses; but often there is no satisfactory reason whatever, not even the excuse of working on the farm, and the only assignable cause is carelessness, not on the part of the children, but on the part of the parents. The establishment of creameries—of course, a very good thing for the colony—is working indirectly to the injury of the elder pupils of country schools, giving them additional farm work, milking, &c., to do, and less time for school work. There are many occasions on which the Provisional schools are closed, and I think it would be a good thing if the number were reduced. Public opinion in favour of some useful system of compulsory attendance appears to be growing, but very slowly. Many parents do not realise that their children can learn little or nothing if they attend only half the school time.

The prescribed course of instruction for the different classes of schools is followed pretty closely. As a rule, teachers try to teach all the branches, but in the smaller State schools some of the fifth or sixth class branches have been omitted. The pupils are generally classed correctly—that is, according to their attainments and to the requirements of the regulations. But occasionally some children in the smaller schools were found to be promoted to the higher drafts when quite unfit for them. Very often this is done to avoid the complaints of parents who are anxious for the *promotion* of their children, but show no anxiety for their regular attendance, which is absolutely necessary to fit them for promotion. It is not often that a parent considers that his child has been placed in a class too high for him. The other day, however, a parent in the bush complained to me that his two children found their lessons too difficult, and refused to go to school. On inquiry, I found that the children were 13 or 14 years of age, that they were in the second class, and that they *attended* during the last 3 years *about one day in the week*. It is not strange that they found their lessons too difficult.

Some teachers are doing their best to keep within reasonable limits the number of half-year drafts into which their schools in the course of promotion tend to develop, and are succeeding; others appear to be unable to effect this. I found many small schools, each of which is taught by one teacher, divided into 6 or 7 drafts, when 4 or 5 would have sufficed. Of course, all the pupils get less direct teaching, and suffer accordingly. In such cases I always suggest that Schedule V. and not Schedule VI. should be the guide. A serious fault, occasionally but not often seen, is that pupils are put into the sixth class when they know little of the fifth class work.

The discipline of the State schools continues to be satisfactory, varying from *very fair* to *very good;* and that of the Provisional schools is, on the whole, effective and good. As a rule the pupils are quiet, attentive, and mannerly in school, and the class movements are very fairly precise and satisfactory.

One pleasing feature in the discipline of the country schools is the improved and polite behaviour of the pupils to their seniors outside the precincts of the schools. The lessons on "conduct and manners," and those from the good manners chart, lately supplied to the schools are apparently doing good.

In the State schools the methods employed in teaching are generally intelligent and suitable, and are applied with very fair skill and energy. The average percentage of all results was 60·3, and the *general condition* ranged from *moderate* to *very satisfactory.*

In the Provisional schools much energetic and successful work has been done; the average percentage of results was 58·2, and the *general condition* varied from *moderate and unsatisfactory* to *very creditable.*

The reading is generally fluent and fairly distinct, but is not often expressive. In Provisional schools indistinct speaking and reading are somewhat common; to some extent they are the result of shyness, but they can and should be cured.

Writing is, on the whole, very fairly taught, although the want of a uniform and *good* series of copy-books is a disadvantage. But I should be sorry to see any "upright" or "bold handwriting" receiving authoritative sanction in the schools, for this reason—that I have noticed that, as a rule, children cannot imitate them, and, in trying to do so, their writing degenerates into a careless scrawl. Publishers are beginning to find that a mistake has been made. One announces that the writing in his new series will have a "gentle slope," and another that the up and down strokes will be less heavy and thick (less "bold").

Arithmetic and mensuration are not strong subjects in the schools. Much time and practice are necessary for the needful accurracy and for general proficiency. In the State schools above the eighth class there is now less time for these subjects, owing to the introduction of the latest new subjects, but in the smallest State schools and the Provisional schools this is not so. The most prominently weak features in the arithmetic are inaccuracy in mechanical work and weakness in the ability to solve problems.

Geography is taught fairly well. The time devoted to it is so little in many schools that I am not surprised that the results are not higher. Of course, there are many branches to be provided for in the time-table, but geography deserves more attention than it gets. Small, cheap, intelligently written manuals of geography, prepared according to the Schedule, and accompanied by maps showing the position of all the places named in the books, would be of much use to teachers, and especially to the teachers of small schools, who, unassisted, have to teach 5 or 6 classes, and must often have occasion to set some of them to work without direct instruction. Some people have a great dread of placing books in the hands of children in *elementary* schools; we read of the "long lists of names" and the "dry bones" of the school book. They assume that the teacher does not see that the contents of the book are *intelligently understood;* in fact, they assume that he does not distinguish between the *use* and the *abuse* of a school book.

In some schools grammar is taught better than geography, but, generally, there is not much difference in the average results. Of grammar also, suitably prepared manuals would be of great assistance in mastering the work prescribed for each half-year's course. At present, accidence and derivation are a good deal neglected. Parsing and analysis are generally receiving the attention they deserve, but syntax and composition are not.

The latest additions to the curriculum of the fifth and sixth classes, Euclid, algebra, and some science, with an English classic in the sixth class, have been taught during the year in the State schools above the eighth class. Earnest efforts appear to have been made to teach them successfully, with, however, only moderate results in the case of the three first-named subjects, but with fair results in the last. In Euclid it was generally found that a proposition could only be *partly* proved, and a common weakness was the inability to apply the first axiom. Algebra was done, as arithmetic too often is, incorrectly. The science taught was not generally mastered. The subject-matter of the "Merchant of Venice," taught in the sixth class only, yielded better results. Arithmetic appears to be suffering from the attention given to Euclid and algebra, the time for these two subjects being generally taken from that formerly devoted to arithmetic and mensuration. The number of branches to be taught in the higher classes—in the fifth class, for example—is now very considerable, and the attendance of a large proportion of the pupils is not regular. In the smaller State schools the recent additions to the course are, I think, tending to lower the proficiency in the essential subjects. Sound instruction in the three R's, in geography and grammar, and, if possible, in English history, seems to me to be of primary importance in elementary schools, such as ours. I consider that it would be an improvement if a seventh-class State school in charge of one teacher were permitted to take the course of an eighth-class school, and if no State school, where there is not an assistant, should be required to take the latest additions to the fifth and sixth class courses.

The following schools obtained the highest average percentages of all results:—State: Terror's Creek, Fernvale, Esk, Nundah, Indooroopilly Pocket, Enoggera, Bald Hills, Nanango, Sandgate, Samford, Caboolture North. Provisional: Stanley River, Villeneuve, Dundas, Taabinga Village, Ferndale, Neurum Creek, Upper North Pine, Rocksberg, Kedron Upper, Moombra.

I have, &c.,
J. J. CAINE,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR MACGROARTY.

Sandgate, February, 1900.

SIR,—I have the honour to submit to you my General Report for the year, 1899.

The district in my charge, called "Brisbane, Gympie, and Maryborough," includes most of the schools in North Brisbane and Fortitude Valley, with those at Kelvin Grove Road, Ithaca Creek, and the Roman Catholic schools at Wooloowin and Sandgate; all the schools in Gympie and its vicinity, extending as far as Widgee and Imbil; the schools near the North Coast line between Beerwah and Gympie, including those on the Blackall Range and Buderim Mountain; and 4 schools in Maryborough,

SCHOOLS.—The number of schools in my district at the end of the year was 69, and they may be classed as follows:—

State Schools for Girls only	6
" " " Boys only	7
" " " Infants only	6
" " " Girls and Infants	1
" " " Boys, Girls, and Infants	9
Provisional Schools	33
Roman Catholic Schools	5
Church of England School	1
Private School (Bowen House)	1
Total	69

Four new Provisional schools—Caloundra, Mapleton, Neusa Vale, and Woondum—were opened during the year, and the Provisional school at Cootharaba Road was superseded by a State school. The Gympie Central (girls and infants) school was divided into two departments—one for girls only and one for infants only. Visits of inquiry about applications for the establishment of new Provisional schools at Mapleton, the Seven-mile Tewantin Road, the Chatsworth-Kilkivan Road, Kandanga Creek, and Kenilworth, were made during the year; and also for the establishment of a new State school at New Farm. The school at Kenilworth has been in operation since the beginning of this school year, and a new school building is now ready for occupation at Chatsworth. A new State school is in course of erection to supersede the Provisional school at Lagoon Pocket.

Except two days spent in visiting Kenilworth, my time from the beginning of the year till 11th February was taken up in valuing examination papers and in writing my annual report. The work of inspection began on 13th February, and, except three and a-half days' sick leave, and two and a-half days spent in drafting examination papers, the rest of the year was devoted to examining schools, travelling, inquiring into applications for the establishment of new schools, writing reports, conducting the annual examination of teachers, &c., at Gympie, and valuing examination papers.

MATERIAL ORGANIZATION.

The new boys' school at Gympie Central was ready for occupation at the beginning of the school year, and the old boys' school there was repaired, painted, and fitted up for an infant school, which has been in operation since the 1st of August. Allowing 8 square feet for each child in average attendance—a space which, in a climate like ours, must be regarded as very inadequate indeed—even a cold country like England has a minimum standard of 10 square feet for each child—the accommodation in most schools is up to our requirements; in the following schools, however, the space for each child falls below our own meagre standard:—

	Inside floor space.	Average attendance.
Ithaca Creek	2,000 square feet	356·4
Maryborough, Albert	4,200 "	697·1
Leichhardt Street (boys)	2,500 "	337·5
Ditto (girls)	2,488 "	330·7
Gympie One-Mile (boys)	2,320 "	339·5
Ditto (girls)	2,200 "	292·9
Brisbane Central (boys)	8,022 "	1,014·3

The supply of furniture and material for instruction is, generally, sufficient and suitable. Maryborough, Albert, and Brisbane Central (boys) are well to the front for providing specimen boxes showing the different stages in the manufacture of most articles in common use, and plates and diagrams illustrating lessons given on physiology. In connection with the teaching of chemistry and physics, the teachers of the Maryborough, Albert, and Brisbane Central (boys) schools have provided at their own expense—about £12 each—laboratories, on a small scale it is true, but very helpful all the same in giving lessons on these branches of our schedule. Many Board schools in England are provided with laboratories, the cost of each being over £400, and wholly paid for from funds supplied by the ratepayers. When the State decides on having such sciences taught in our schools, I think the teachers should not be called upon to provide at their own expense the apparatus necessary for teaching them effectively.

"Arbor Day" proceedings were not particularly noticeable in this district. The Leichhardt Street, Fortitude Valley (boys), Kelvin Grove (boys), and Razorback schools deserve special mention for tastefully and well-kept plots in their school grounds. The little trouble incurred by teachers in this connection is nothing in view of the good that must accrue to their pupils from fostering among them a love of flowers and a taste for the "beautiful."

INTERNAL ORGANIZATION.

The teachers of this district, who, as a body, are a highly deserving class of public servants, are discharging their delicate, onerous, and very responsible duties faithfully, earnestly, and, as far as in them lies, successfully. The new subjects recently added to the schedule necessitated some abridgment of the time formerly devoted to the ordinary branches of instruction, and, as might be expected, the latter suffered somewhat by the change in spite of determined and loyal efforts on the part of all concerned to overtake the extra work set before them. I am able to speak in terms of praise of the kindly consideration shown me by the teachers of my district while engaged in inspecting their schools, and I am sure their sympathy and co-operation have often spared me much anxiety and wear and tear, and I am fully sensible of their kindness.

Excluding Roman Catholic, Church of England, and private schools, the number of teachers of all grades employed in the schools of my district was 253—136 of them being classified, 37 unclassified, and 80 pupil-teachers, one-fifth of the last being on probation. The number of pupils in average attendance to each of these teachers was 36·3—in State schools 39·1, and in Provisional schools 17·3. In 13 State schools the average number of pupils exceeded 40 to each teacher—in one of them it reached 59. In Provisional schools the numbers vary from 5·8 to 34.

GOVERNMENT.—The discipline maintained in the schools continues to be on the whole very satisfactory. The government is mostly mild, but firm and vigilant. Unnecessary noise is kept in check, the pupils' attention to school work is kept up, and prompt and ready obedience to all necessary orders is fully secured without fuss or any apparent effort on the part of the teachers. As a rule, the children are trained to habits of order and obedience, and to self-reliance and steady application to duty.

Classification.—In most large schools the classification is all that can be desired; but, in the small ones, the tendency is to be too minute. In a school with only one teacher, the number of drafts should seldom exceed 4. The schedule requirements have been, on the whole, *well over* fairly overtaken, the average proficiency for all schools having reached 65·2 per cent.—State schools, 67·5 per cent., and Provisional schools, 60·2 per cent.

The number of schools between 40 and 50 per cent. in proficiency was	2
The number of schools between 50 and 60 per cent. in proficiency was	10
The number of schools between 60 and 70 per cent. in proficiency was	42
The number of schools 70 per cent. or over in proficiency was	8

Including Roman Catholic, Church of England, and private schools, the pupils examined by me during the year numbered 11,168; the enrolment and average attendance being respectively 12,545 and 9,967·6.

In *quantity* the attendance for my schools was nearly good—79·4 per cent. of the enrolment; State schools being 80 per cent, and Provisional schools 71 per cent. Its *quality*, however, was not so satisfactory, as only 59·1 per cent. of the enrolment attended school 4 days out of 5—the percentages for State and Provisional schools being respectively 60·4 and 43·1. In this district, especially in Brisbane, Gympie, and Maryborough, the teachers can give no estimate of the number of children whose education is wholly neglected. Reckoning, however, those pupils whose names appear on the rolls of the different schools, the great majority of them more than comply with clause 28 of our Education Act, as by it a child, were the clause put in force, would be obliged to attend school only 60 days in each half-year, which would be but a little over half the available school time. To adopt *compulsion* in this connection, without increasing the *minimum* number of days the child must attend school, would have little effect, except, perhaps, to cause the presence at school of a few waifs that now run about the streets instead of attending school, but even this would, I think, be a decided gain.

Records.—As a rule, the school records are well, neatly, and faithfully kept.

Special Observations.—In 8 schools the average percentage of all results exceeded 70—Brisbane Central (infants), 72·5; Fortitude Valley (infants), 71·9; Maleny, 71·5; Imbil, 71; Maryborough Albert, 70·8; Maryborough Central (infants), 70·7; Gympie One-Mile (infants), 70·5; and Brisbane Central (boys), 70·2. Then follow, more or less closely, Leichhardt street (infants), 69·8; Gympie Monkland, 69·7; Neusa Vale, 69·2; Cootharaba Road, 68·9; Mapleton, 68·8; Gympie Central (girls), 68·5; Brisbane Central (girls), 68·2; Gympie Central (infants), 68·2; Kelvin Grove (girls and infants), 68·1; Kelvin Grove (boys), 68; Fortitude Valley (boys), 67·9; Gympie One-Mile (boys), 67·4; Fairhill, 67·4; Gympie One-Mile (girls), 67·2; Leichhardt street (girls), 67·2; Ithaca Creek, 67·1; Nambour, 66·6; Woombye, 66·2; Maryborough Central (boys), 65·6; Maryborough Central (girls), 65·5; Peachester, 65·4. The schools with the lowest percentages were: Caloundra (*first* inspection), 39·7, (*second* inspection), 45·4; Pie Creek, 49·7; Teutoberg, 51·1; Bunya Creek, 54; Bollier, 54·4. The classes that gained 70 per cent. or over were in the following schools:—

Sixth Class.—Gympie Central (girls), 74·2; Brisbane Central (girls), 73·2; Maryborough, Albert, 73; Brisbane Central (boys), 72; Kelvin Grove (girls and infants), 71·7; Maryborough Central (boys), 71·4; Leichhardt street (girls), 71·3; Gympie, Monkland, 70·8.

Fifth Class.—Gympie Central (girls), 71·2; Fortitude Valley (boys), 70·6.

Fourth Class.—Maleny, 73·3; Cootharaba Road, 72·5; Maryborough, Albert, 71·5; Brisbane Central (girls), 70·4; Brisbane Central (boys), 70·4; Kelvin Grove (girls and infants), 70; Gympie One-Mile (girls), 70; Gympie Monkland, 70; Imbil, 70.

Third Class.—Glastonbury Creek, 72·9; Imbil, 72·8; Maryborough Central (girls), 72; Maryborough, Albert, 72; Gympie, Monkland, 71·9; Brisbane Central (boys), 71·4; Fairhill, 70·5; Fortitude Valley (boys), 70.

Second Class.—Maleny, 72·9; Nambour, 71·9; Leichhardt street (girls), 70; Kelvin Grove (boys), 70.

First Class.—Widgee, 72·7: Brisbane Central (infants), 72·5; Maryborough, Albert, 72·5; Imbil, 72·4; Fortitude Valley (infants), 71·9; Neusa Vale, 71·3; Gympie, Monkland, 70·9; Maryborough Central (infants), 70·7; Gympie One-Mile (infants), 70·5; Ithaca Creek, 70·2; Peachester, 70.

Eighteen boys and 4 girls—Brisbane Central (boys), 15; Bowen House, 2; Gympie, Monkland, Brisbane Central (girls), Leichhardt Street (girls), Maryborough Central (girls), and Maryborough Central (boys) 1 each—were successful in gaining grammar school scholarships at the annual examination held last December. The boys' list of 27 successful candidates out of a total of 160 examinees was headed by a Brisbane Central lad, 5 others from the same fine school following him in regular order. Clara R. Smith, of the Gympie Monkland school, took *first* place among the 82 female candidates; and not only this, but she secured the *second* post of honour among the 242 male and female examinees.

A full year's experience of the results obtained under the provisions of "*The State Education Act Amendment Act of* 1897" confirms me in the opinion expressed by me last year that our teachers had fully enough to do to cope successfully with the requirements of the Schedule as amended in 1896 at a conference of inspectors, and that the ordinary primary school subjects must suffer by the introduction of "higher education" into the curriculum of our common schools. This is especially so in small schools, where a teacher single-handed, or assisted by a pupil-teacher, attempts to teach the "higher subjects" in the upper classes. In such a school, or, indeed, in every school, the task of duly apportioning the 25 school hours of each week between all the subjects of the present Schedule—especially in the fifth and sixth classes—must be found to be by no means an easy one, and those who make light of this difficulty have only to take a hand in constructing a suitable time-table, when, I am sure, they will modify their views in this regard. Among the new subjects, Euclid yielded the least satisfactory results, the average proficiency in it being represented by 43 per cent., and, even at that, most classes were working much below the Schedule requirements. Not a few pupils seem to have little or no aptitude for grappling with the difficulties of this branch of instruction, and for such the time devoted to it is practically lost, and should, I think, be utilised in some other profitable direction.

Seeing the advances being made in most countries in connection with "Industrial Education," I fail to see how we can afford to remain much longer without making a move in the same direction. No doubt, the introduction of "Manual Instruction" into our primary schools would necessitate many changes in our present primary school course of instruction, and would entail some expenditure to provide workshops, tools, &c., but the advantages accruing from such a change would more than counterbalance these considerations. A large proportion of the pupils in attendance at our schools must in the near future earn their livelihood by some form of manual labour, and any course tending to create a taste for this during their school life must be a decided gain, as it must help to lessen the tendency now so common to crowd into the learned professions, and to look with some degree of contempt on honest or ordinary work. In this connection, I may add a few words from an American school report: "Without in the least diminishing the general culture, *which it is the most important function of our schools to give*, they might and should give a training that would form a general basis for a subsequent industrial education. Skilled manual training possesses an educational value equal to any of the ordinary school studies. The hand is educated by the mind, and the mind by the hand. Let us have the cunning hand and cultivated brain. The school advantages of the city boy are superior to those of the country boy, but the latter has his school education supplemented by an industrial education which makes him generally the superior of his city cousin."

I have, &c.,
D. C. MACGROARTY,
District Inspector.

The Under Secretary, Education Department.

REPORT OF MR. DISTRICT INSPECTOR SHIRLEY.

South Brisbane, 12th March, 1900.

Sir,—I have the honour to present my Report for the year 1899, being my twenty-first annual report.

Duties.—The first and fourth quarters of the year were spent in duties other than those of inspection, mainly in assisting the General Inspector in work connected with the annual examination of teachers and pupil-teachers. The second and third quarters were employed in inspecting schools in the southern and western parts of Brisbane, in Ipswich, and on the railway line between these two towns.

Schools.—In this district there were under inspection, at the beginning of the year, 27 State, 2 Provisional, 2 Church of England, and 2 Roman Catholic schools. In July, the Brassall school, which had outgrown its status as a Provisional school, was placed on a State school establishment.

School for Aboriginal Children.—Among public schools in this district the institution at Deebing Creek deserves special mention. The pupils are half-castes or aboriginals, whose parents live in fairly comfortable huts near the school, forming a small village. The children are well clad, clean, obedient, and fairly intelligent; and their progress, though slow, is steady and creditable. Writing and drawing are favourite subjects; reading is accurate, with peculiarities of enunciation and expression; but arithmetic, as at Myora and elsewhere, presents special difficulties in a race which, for generations, has counted only from 1 to 5.

Attendance.—Of 28 State schools 6 have an enrolment under 100; 6 range between 100 and 200; 4 between 200 and 300; 2 between 300 and 400; 5 between 400 and 500; 2 between 500 and 600; 1 between 700 and 800; and 2 are over 800. The total enrolment in 29 schools under the Department is 8,547, and in all schools examined 8,994.

The average attendance in Ipswich and neighbourhood was considerably affected by epidemics of measles and influenza, similar to those which lowered the attendance at Brisbane schools in the previous year. The average attendance in schools under the Department was 7,040·1, and in all schools examined 7,349·7. This gives 81 out of every 100 enrolled as attending daily. The question of making attendance at our schools compulsory is now attracting public attention. While fully in favour of enforcing the compulsory clauses of "*The State Education Act of* 1875," as a step in the right direction, it may be of service to note that these clauses, if enforced, would only necessitate attendance for 60 days in each half-year, and would be nearly satisfied by attendance on alternate school days. The number of school days in each half-year is approximately one hundred. This 60 per cent. attendance is now secured throughout the colony without compulsion, and is considerably exceeded in southern and coastal districts. If compulsory attendance is to mean, as in England, 4 days' attendance in every school week, our compulsory clauses must be made more stringent, when the attendance officers' branch has been organised and tested. In the Brisbane and Ipswich District, the number attending regularly, according to the English standard, is 5,366 out of 8,994, or nearly 60 per cent., while 3,628, or 40 per cent., fail to reach the attendance requirements of the home code. Few pupils on our rolls fail to make 60 days' attendance in each half-year, as required by Clause 28 of the Queensland Act; and many of our children can claim exemption from its compulsory clauses under the "Definition of valid excuse," (1.) Home tuition; and (3.) Residence more than 2 miles from the nearest school by road. Thirty-three neglected children are reported by teachers, but many heads of Brisbane and Ipswich schools state that they are unable to supply information on this phase of attendance.

Teachers.—In departmental schools there are in this district 2 teachers of the first class, 22 of the second class, 90 of the third class, 4 unclassified, 11 pupil-teachers of the fourth class, 20 of the third class, 16 of the second class, 8 of the first class, and 6 on probation. These 179 teachers have charge of 8,547 enrolled pupils, with an average attendance of 7,040·1. The average charge of each teacher is an enrolment of 47·7, or an average attendance of 39·3. The strong desire of teachers to raise their standing in a legitimate way is not only shown by their good work in schools, but is also proved by the ever-increasing number which present themselves at the annual examination each December. One hundred and thirty candidates applied and received permission to sit for examination for Class III. status, 121 for Class II., and 17 for Class I. There is in the Department a ladder of promotion of thirteen steps, the four lower steps of which, the pupil-teacher stage, can be ascended by successful examination; while the nine remaining steps six can be surmounted by honest school work, and three by success in examinations of increasing difficulty. Many cases can be quoted in which teachers have commenced their service in small Provisional schools, and by steadfast effort have reached the highest ranks in the teaching profession. To render less difficult the ascent to the higher grades, teachers are permitted to take the papers for Class II. in parcels, not less than three at any one annual examination. For Class I. one paper may be taken each year, until a complete pass in all subjects has been attained. For the earnest loyal teacher our service offers many advantages, which are properly denied to the idle and the disloyal. Many teachers who have spent the best years of their life in our schools are now approaching, or have passed, the maximum age for civil servants, 65, as laid down in section 49 of the "*Public Service Act of* 1896." Their value as teachers must naturally decrease as feebleness of body overtakes them, and there is no public provision for their declining years. It is cruel to dismiss them; it is scarcely just to the children to retain them. The problem is a difficult one, and has still to be solved. The difficulty in obtaining pupil-teachers seems to have passed. In physique and mental ability they show a high standard. The male pupil-teachers, at times, compare unfavourably with their female colleagues in tone and bearing, and in a few instances there is a roughness and boisterousness pointing to insufficient supervision. Inquiries into complaints respecting teachers were happily rare, serious complaint being confined to a single State school.

Classification.—Pupils are generally classed honestly and judiciously, and are freely promoted each half-year. In large town schools a few children, dull-witted or half-witted, will be found on the rolls, who are unable to keep pace with their classmates, for whom no special provision is made, and who are regarded with little favour by classes whose progress they retard. In European countries separate schools are being founded for these unfortunates, but in Queensland their numbers do not warrant special legislation. In the sixth class are enrolled 2·7 per cent. of the pupils, 9·7 in the fifth, 16·3 in the fourth, 16·3 in the third, 22 in the second, and 33 in the first. In a small school in one of our richest agricultural areas, it was remarked that pupils generally left for work after the fourth class programme had been covered. This year a sufficient number to form a small fifth class remained on the books. They were first promoted, and then promptly reduced to fourth-class work by the head teacher, contrary to Regulation 115.

Time Tables.—Under present arrangements the ornamental time-tables, with scroll-work and engrossing, are gradually disappearing, and wisely so. Constant revision of time-table arrangements is demanded by the changing classification, and a neatly written time-table on the official form is preferred.

Class Schedules.—Progress is steady and regular, and the half-yearly programmes can be readily covered by the average teacher, working with pupils of average ability. The requirements under "Science" are occasionally shirked in girls' schools, and, in some instances, "Domestic Economy" was found in the Work Book under this head, though absent from the sixth-class schedules. It would assist the district inspectors considerably if teachers would supply them with the "graduated course of lessons" in the chosen science subject early in each year.

From the veranda of a school in this district there is visible a beautiful landscape, including local ranges and isolated hills, Cunningham's Gap, and many well-marked peaks of the Main Range. The second class had been studying the mountains of Australia. They were marched to the veranda, and asked to name any of the prominent landmarks. The nearest hill was known, but, beyond that, little could be elicited. At this school the geography lessons for juniors could be made most interesting, and the subject would probably become a favourite study in senior divisions. Arithmetic is still poorly taught by many teachers who are successful in other directions. Results are usually better in senior classes than in the two junior divisions. The fault lies mainly in the quality of arithmetical teaching received by infants. Young pupil-teachers are seldom able to teach this subject well, yet most of our infant classes are in their hands. Few pupil-teachers on probation, or in their first year, can be charged with all the subjects of any given division. Their teaching in reading, arithmetic, and object lessons, should be supplemented by lessons given by the head teacher or by a well qualified assistant. If arithmetic is not made sound and accurate in infant classes, it seldom gains these qualities until the fifth class course is reached. Physical drill has done much for our children in what the military man calls "setting up," that is, in improving their carriage, bearing, and physical development. In schools having cadet corps drill is a popular subject, and everything connected with it, physical exercises included, are carried out enthusiastically; but in many of the smaller schools these exercises are falling off in quality, to the detriment of health and activity. No defence scheme for Queensland can be complete until cadet corps have been organised in all our large boys' and mixed schools. A further link between the school and the adult soldier is needed in what are called boys' brigades, or senior cadet corps, for boys between 15 and 18 years of age who have left school. Home lessons are often carelessly corrected. This is usually due to want of efficient control of staff. The young teacher sets more work than is necessary, and finds the time allotted for its correction insufficient; and the correction becomes too hurried to be accurate. Manual training first became popular in Sweden, and was then adopted as a subject of elementary instruction in Finland. At the Swedish centre, Naas, many English teachers have received instruction in the subject. Its introduction to America was due to an exhibit from Finnish schools, shown at the Centennial Exhibition of 1876. The value of the hand training there suggested was recognised by American educational authorities, who became advocates of the new idea, and by 1896 manual training was an essential feature in the public school course of 95 large cities. In many British colonies manual training has been made a subject of elementary instruction, and it was one of the subjects reported on by the Victorian Royal Commission which visited Queensland in September last. The ordinary Queensland boy outside our large towns is a good horseman, is able to handle gun, saw, axe, and hammer, and is frequently master of the adze and mortising axe as well. In our coast towns there are lads of native birth who can neither ride nor shoot, and are as helpless with tools as a London waif. For this class, lessons in manual training would prove of special service.

General Condition of Schools.—The general working condition of the schools at Brassall, Petrie Terrace (girls and infants), and Ipswich North (boys), was not considered wholly satisfactory; and head teachers have been advised, verbally or in writing, to that effect. The best and most intelligent teaching was shown at Mount Crosby, Woolloongabba (girls and infants), Woolloongabba (boys), Petrie Terrace (boys), South Brisbane (girls and infants), and Ipswich Central (girls and infants). The examination of one girls and infants' school was a great pleasure. It was my first visit of inspection to this school, and the fine tone and intelligence of pupils, combined with their pleasant manners and graceful bearing, gave me a favourable opinion of school and staff from the first moment of entry. In this district is one of our numerous bush State schools, taught by a head teacher as sole staff. He has made his teaching thorough, and arithmetic is as well and soundly taught as any of the remaining subjects. The answering in mental arithmetic was unusually good, yet the methods differed little from those noted in similar schools; the difference lay in their application.

Discipline.—In a few instances, in neighbourhoods where competition between schools is keen, signs have been noted indicating that popularity rather than efficiency is the head teacher's aim. Where public favour induces slackness of discipline, popularity may be obtained at too high a price, and will bring with it no lasting credit. Discipline is usually well maintained. For fineness of tone and ease of government the Ipswich Central (girls and infants), Mount Crosby, and Bundamba Lower Schools deserve special mention. A few of our large mixed town schools are getting beyond the control of present teachers, especially where repeated additions have made the buildings cover a large space, with upper and lower rooms which are not easy to supervise. The division of these unwieldy schools into two departments is worthy of approval. In two schools, pupil-teachers were found, of good capacity as students, but very deficient in disciplinary powers. In each case the failure was pointed out and advice given.

Accommodation for Pupils.—In this inspectorate the accommodation provided in 29 State and Provisional schools, amounts to 65,881 square feet of interior floor space, giving, at the rate of 8 square feet for each child, accommodation for 8,235 pupils. Since inspection, addition has been made to the Milton School of 2,000 square feet, bringing up the accommodation at the end of 1899 to 67,881 square feet, sufficient for 8,485 pupils. The present average attendance is 7,040·1.

Buildings and Repairs.—With the exception of the Ipswich Central Boys' School, buildings generally are in good repair. For this school a new site has been secured. It is a great improvement on the present low-lying school ground; and the committee are now raising the money to provide one-fifth of the cost of new buildings—the local quota. Repairs or improvements were executed during the year at Bowen Bridge Road and South Brisbane (girls and infants); repairs and painting at Dinmore, Petrie Terrace, and Ipswich Central (girls and infants); a playshed and temporary accommodation were provided at Ipswich Central (boys); and additions at Milton.

Care of Schools and Grounds.—School buildings and property are usually well cared for, and school material is carefully handled and stored. Some few instances of carelessness in disordered presses, littered tables, and cupboard tops covered with dust and lumber were occasionally noted. At a State school, opened in July, with new furniture, the tops of the tables and desks were found smeared and disfigured with ink when the school was inspected less than three months later. Very little has been done this year in improving the school grounds. This is specially noticeable in Ipswich and its neighbourhood, where the trees planted on previous Arbor Days show gaps in their ranks that might well be filled in, and where school gardens, with few exceptions, are passing out of cultivation.

Records.—These are usually neatly written and duly posted. The only exception to this statement occurred at Redbank, where some minor omissions were brought under the head teacher's notice.

I am, &c.,

JOHN SHIRLEY, B.Sc.,
District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR ROSS.

Drayton, February, 1900.

Sir,—I have the honour to submit my Annual Report for 1899 on the schools in the Downs South District, which includes the schools in the southern half of Darling Downs and Maranoa Districts.

Since my last report a new State school has been opened at Campbell's Plains, near Warwick; Provisional schools have come into operation at Dareel, near Mungindi, Glenlyon and Smithfield, near Texas, and Ross Vale, near Pittsworth; and half-time schools at Bengalla and Terra Mellis, in the neighbourhood of Goondiwindi. At the close of the year new State schools were completed, or approaching completion, at Danderoo, on the Killarney line, Texas, and Thane's Creek. The former is a new establishment, the others are to supersede overgrown Provisional schools. At King's Creek and Wyreema steps are being taken to supersede the Provisional schools by State schools. At Motley, near Mount Russell, and Burton, near Toowoomba, new Provisional schools were ready for occupation. Inquiries were held, and the establishment of new schools were recommended, at Headington Hill, near Clifton, McGee's Creek, near Texas, and at Goondiwindi West. Applications for new schools at Table Top near Allora, and North Toolburra were not granted, all needful requirements, at both places, being sufficiently met by existing schools. At Camboova and Rookwood the schools are now held in new buildings erected according to departmental plans and specifications, and at Accommodation Creek and Elbow Valley the buildings have been greatly improved.

The foregoing paragraph indicates considerable activity both in the direction of new schools and the improvement of existing ones. No doubt the increased subsidy towards the cost of new Provisional schools has largely contributed to this activity, but a very appreciable amount of it is due to the keen interest taken by parents generally in the education of their children.

At the close of the year there were in operation 42 classified and 8 unclassified State schools, 47 Provisional, and 6 half-time schools. These, with the Roman Catholic schools at Warwick and Stanthorpe, make a total of 105. Owing to the increased number of inquiries arising out of the applications for new schools, the inspection of new buildings, examinations of candidates for appointment as Provisional school teachers, and consequent increase of correspondence, the following schools were not inspected:—Campbell's Plains, Crosshill, Domville, Mount Janet, Paddock Swamp, Plainview, Severn River, Sugarloaf, and the half-time schools of Bengalla and Terra Mellis.

As regards the material organisation of the schools, there is little room for adverse criticism. The buildings generally are in good repair, the grounds are fenced, the water supply is sufficient, and the outbuildings receive closer oversight than formerly. Small and urgent repairs are authorized on the day of inspection, and where an outlay on the part of the committee is required to meet the expense of enlargement or improvement, there appears to be no difficulty in raising the amount, especially where friendly relations exist between the committee of the school and the teacher. "General Instructions for the Guidance of Teachers and Others," directs that—"During the visit of an inspector, the committee or the teacher should call his attention to any repairs or improvements required" (General Instruction No. 19); also, "When the inspector is on the spot, the head teacher should direct his attention to all the requirements referred to in the return" (General Instruction No. 74). The return in question usually reaches the inspector some days after his visit. Both instructions are very generally neglected, and hence arises much correspondence and delay in effecting what repairs or improvements are required.

The subjoined table shows the strength of the teaching staff:—

Schools.	Head Teachers.		Assistant Teachers.		Pupil Teachers.	
	Male.	Female.	Male.	Female.	Male.	Female.
State	47	3	2	18	8	20
Provisional	18*	33*	...	...	...	...

* The 6 half-time schools are taught by 3 teachers.

The total number of teachers of all grades employed in State schools is 98, and in Provisional schools 51. The average number of pupils taught by 1 teacher was 29·5 in the former and 16·7 in the latter. The largest number taught by 1 teacher was 45·8 in a State school, and 36· in a Provisional school. These numbers, however, vary greatly. Usually the staff is equal to the requirements.

During the ten years that I have had charge of this district many changes have taken place in the *personnel* of the staff. Few of those in charge ten years ago now remain, and of the juniors many are now heads of schools or assistants in other districts. Such changes are inevitable and incidental to the onward march of events. One of the most gratifying changes, and most hopeful indications for the future, is the greater intellectual activity of both head teachers and assistants, evidenced by the efforts made to obtain higher classification, and hence greater fitness for their work. The "rest-and-be-thankful" policy of former years, painfully evident in so many teachers after they had obtained classification, has happily in great part, if not wholly, passed away. There is neither time nor space in this report to state much that might be urged to stimulate those who still lag behind. Probably they might benefit by carefully considering, "Progress is life; stagnation is death," intellectually and professionally. A superior class of young people now offer themselves for appointment as Provisional school teachers. They are more intelligent, better educated, and betray much greater anxiety to qualify themselves for higher appointments. There is a residuum amongst teachers as amongst other classes of men who sail along thoughtlessly and pleasantly, keeping as close to the wind as safety will permit, but an earnest and conscientious discharge of duty is characteristic of the great majority of them, and of many it is impossible to speak in too high terms of praise.

For the month preceding inspections the enrolment in State schools was 3,774, and the average attendance for the same period was 2,893·7 or 76·7 per cent. of the enrolment. For Provisional schools the corresponding figures were 1,098, 852·8, 77·7, and for all schools 4,872, 3,746·5, and 76·9 respectively. Comparing these figures with those of last year, there is an increase in the enrolment, in State schools of 33, and in the average attendance of 206·8, or 7·7 per cent. In Provisional schools there is little appreciable difference from the figures of the previous year. A daily average of 76·9 per cent. does not fall much below what is obtained elsewhere, and is a very satisfactory result for a district almost purely agricultural.

For the quarter preceding inspections the enrolment in all schools, State and Provisional, was 4,950, and the number attending 4 days out of 5, or 80 per cent. of the days on which the school was open, was 2,575, or 52 per cent., being a decrease of 2·3 per cent. as compared with 1898. Supposing an attendance of 80 per cent. of the days on which the school is kept open is regarded as regular attendance, it is obvious that the enforcement of the compulsory clauses of the Act will not secure regular attendance. It enacts that those children only shall be compelled to attend school who are between the ages of 6 and 12, and who live not more than 2 miles from a *State* school. Children between those ages must attend 60 days in each half-year, or about 53 per cent. of their school time. From the Act it does not seem quite clear that the Provisional schools would be affected by the compulsory clauses being enforced, and in these schools, in this district, 22·5 per cent. of the enrolment are taught. There can be little doubt that, if a return of the irregular attendants between 5 and 6 and over 12, and of those who live more than 2 miles from the nearest *State* school were furnished, it would be found that the regularity of the attendance of children between the ages of 5 and 12 is very fairly satisfactory. Certainly it would not be improved by a compliance with the compulsory clauses of the Act. What is required is an amendment of the Act itself, raising the number of days to be attended from 60 to 70 or 80 each half-year, and raising the age of leaving from 12 to 13 or 14.

The returns furnished by head teachers state that 104 children, or nearly 2·1 per cent., who could be reached by the compulsory clauses of the Act, attend no school, and for the benefit of these and of others, probably not reported, it might, as an experiment, be worth while putting them in force.

The percentage of enrolment in each class at the date of inspection was—

Class	VI.	V.	IV.	III.	II.	I.
State schools	3·2	10·1	16·3	16·7	21·9	31·8
Provisional schools	1·1	5·9	13·9	18·2	22·8	38·1

These figures compare very favourably with those of the previous year, but until more regular attendance is secured, and the age of leaving school is raised, any considerable improvement is improbable.

The classification of pupils in State schools is now generally satisfactory, and in the Provisional schools it is steadily improving. In the latter, the teachers being untrained, zeal often outruns discretion, and pupils are promoted to higher classes before being well grounded in the lower. Seeing that the standard of examination for teachers of this class is only that of fifth class pupils, and that their acquaintance with the methods and art of teaching is at best rudimentary, it seems desirable that they should not attempt to carry their pupils beyond the standard of the fourth class unless otherwise instructed.

Perhaps the most marked improvement in the working of the schools during recent years is in the character of the discipline. Seldom does it call for unfavourable comment, even in Provisional schools. Clean, tidy, well-behaved children, material and apparatus properly bestowed, a cheerful hum of working, no appearance of constraint or friction, but all running smoothly and cheerfully, greet one entering the school, rather as the rule than, as not many years ago, it was the exception. Many causes might be assigned to account for the change, but the two main ones are the improvement in the *personnel* of the staff and the systematic teaching of conduct and manners. "As is the teacher so is the school" is as true as it is trite. With the improvement of the one, improvement in the other is a natural sequence. To obtain the fullest benefit from the teaching of conduct and manners, training should follow closely on the heels of teaching. In the schoolroom and playground the child should be required to put in practice the instruction received.

Judging from what has come under observation on the days of inspection, and from the results of examination, the methods of instruction are, in the main, satisfactory. Where weakness is discovered in the teaching, it is generally due to over anxiety to "get through" the work prescribed in the Schedule. In each class there is a specified amount of work to be done in a given time. Experience, however, proves that, even in the best schools, under ordinary circumstances, there is a failure to overtake the Schedule requirements. The average age and average time in class are, with few exceptions, in excess of those of the standards. Teachers of whose professional capacity and honesty of purpose there can be no question, complain that it becomes increasingly difficult to overtake the standards, especially in the two higher classes. The more inexperienced endeavour to square matters in reference to the average age and average time in class by promoting when the promotions become due, rather than on the grounds of fitness, which can only be done at the expense of sound progress, or of any progress worthy of the name. The standard requirements are undoubtedly heavy, especially since the addition of the extra subjects, but an attempt to rush the work will not mend matters. "Hasten slowly" must be the motto of all who would do good work. Having duly apportioned the school time in accordance with the relative value of the subjects to be taught, that alone which can be honestly and well done should be attempted. The ground covered in the various schools of this district has varied greatly, but only in the case of four of the smaller schools has it been regarded as insufficient.

In the general attainments there has been a slight advance on those of the previous year. The average percentage of all results is, in State schools, 67 per cent., and in Provisional schools 63·8 per cent. In regard to the three R's there is little that calls for observation. Where hints and suggestions for the more efficient teaching of them, or for the better or more comfortable working of individual schools, were considered necessary, such hints were either given orally at the time of visiting the schools, or were entered in the general remarks of the reports of inspection, and need not here be repeated. In the treatment of derivation, geography, and history defects in method are more general.

The practice of supplying the two higher classes with small books containing a few more or less sensibly selected *roots* to be committed to memory as home tasks cannot be too strongly condemned. Where this is done, it is very generally all that is attempted. Prefixes, suffixes, roots are all learnt as in themselves *ends*, and not as *means* to the clearer conception of the force of words, and of the manner in which they have been built up from these elements. Words occurring in the reading lessons should be resolved into their simple elements, and the meaning of the word deduced from them. Cognate words or others containing the same *stem* might be required from the pupils. Treated somewhat in this manner the derivation lesson would be both interesting and instructive, instead of being, as it too frequently is, a wearisome and useless burdening of the memory. Only elements that have been explained and illustrated are legitimate home tasks. In the teaching of geography some advance has been made in late years, but it is still, however, too mechanical, uninteresting, and profitless. Arouse the pupil's interest in a lesson, and all his powers are put forth ; fail to do this, and the lesson will be more or less a failure. Help, in adding interest to the lessons, might be found in laying under contribution local environment to illustrate —relief and drainage, the intimate connection between climate and production, industry and commerce, and interesting facts of any description might be given to fix in the memory the names of important places. To give completeness and coherence to the pupils' knowledge free use should be made of "comparison and contrast."

History is not really well taught in any class. In the two higher, since the new text-book—"Gardiner's Outlines of English History"—came into use, the pupils' knowledge is wider, more varied, and more interesting than formerly, but in the fourth the same dead level is maintained. The amount given in the reading-books of this class is extremely meagre, and there is little evidence that anything beyond the reproduction of what is there stated is attempted. Both geography and history might be made more interesting and more profitable by occasional object lessons on some geographical feature, historical event, or famous individual.

By the Education Act Amendment Act, which came into force on the 1st July, 1898, Euclid, algebra, and a more extended course of English history were added to the schedule of work for the two higher classes in State schools, but, practically, the new work was not taken up till the commencement of the following year. In all the larger schools a fair start has been made. Algebra appears to have been the most popular of the new branches, and in it very satisfactory progress has, on the whole, been made. With few exceptions, too much was attempted in Euclid and to this cause chiefly is to be attributed the poverty of the results obtained. In addition to the extra subjects specified above, the highest or sixth class is required to have a critical knowledge of the language and matter of an English classic, and to repeat from memory 200 lines from the same. The prescribed classic is the "Merchant of Venice," one of the series of Blackie's Junior School Shakespeare. Some are disposed to think that this is rather an ambitious attempt to overleap the natural limits of the primary school, seeing that studies of this kind have usually been regarded as work proper to secondary schools. As far as the very limited experience of one year's trial warrants the expression of opinion, it may be said that there are good grounds for believing that the introduction of the play is a step in the right direction. Mistakes have occurred in the methods pursued, as might have been expected, but they were such as a little experience will obviate in the future. As far as possible, the teacher should regard this study as a work of pleasure, rather than as something to be examined, and as a means for cultivating the mind, training the faculties, and developing a love of literature.

With one or two exceptions, where the teachers held certificates of competency to teach other branches, the teaching of science has been confined, and wisely so, to Grieve's Mechanics and to agriculture.

Looking back on the past year there is ample room for congratulation in the multiplication of schools and in the increased proficiency of the instruction.

I have, &c.,
R. NEWCOMBE ROSS,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR KENNEDY.

Brisbane, February, 1900.

SIR,—I have the honour to submit herewith my General Report for 1899.

DISTRICT.

Eight schools previously included in the Northern Downs inspectoral district—viz., those at Adavale, Windorah, Cooper's Creek, Eromanga, Thargomindah, Eulo, Hungerford, and Widgeegoara—were this year transferred to my list. The inspection of these schools necessitated travelling 860 miles by coach or buggy, independently of railway journeys, and occupied just four weeks; and to enable me to accomplish this work, I was relieved of the schools in and around Ipswich. It will be seen that, with these additions and omissions, the term "West Moreton," by which the district in my charge has been hitherto known, has become to a large extent a misnomer.

In the district as now constituted are comprehended altogether 95 schools—viz., 47 State, 47 Provisional, and one Denominational (Helidon R.C.).

Provisional schools came into operation at Obum Obum, Rockmount, Puzzling Gully, Hill View, and Teviotville Railway Station; and the establishment of a Provisional school at Mount French East was approved of. At Forest Hill a State school took the place of a Provisional school, and a similar change is being made at Prenzlau and Milford.

The work of the year included the inspection of 92 schools, the lately opened Provisional schools at Puzzling Gully, Hill View, and Teviotville Railway Station being left unvisited owing to want of time; the examination of 9 candidates for employment as Provisional school teachers; the holding of 13 inquiries; and the usual duties in connection with the annual examination of teachers.

MATERIAL ORGANIZATION.

The accommodation afforded by the State schools is in most cases fully adequate to the requirements, though the newly opened building at Forest Hill is already overcrowded. Painting and repairs have received due attention, and the material condition, generally speaking, is quite satisfactory.

The Provisional schools show a considerable advance, fine new buildings having taken the place of the old and more or less unsatisfactory ones at Mount Berryman and Mount Whitestone, extensive improvements having been made at Mount French and Ravensbourne, and fencing, painting, and minor improvements being observable in several other cases. At Mount Sylvia, steps are being taken to have the roof lined, and a back veranda added. The absence of ceiling or lining to the iron roofs of the schoolhouses at Adavale, Eulo, and Windorah is a particularly serious defect in view of the climatic conditions. The recently opened school at Rockmount is held as yet in temporary quarters, and at Clarendon the building is unsightly, and has been attacked by white ants.

The degree of care and attention bestowed on the school property is rarely unsatisfactory, and is often highly creditable. A very valuable manifestation of this care and attention is the neatness, cleanliness, and taste displayed in the schoolroom and its appointments, and in this direction Tarampa, Crow's Nest, Ma Ma Creek, Moorang, and Hungerford deserve special mention.

In connection with efforts for the improvement of the grounds, particular credit attaches to the extent and success of the school gardens at Plainland and Tallegalla, and of the residence gardens at Ma Ma Creek and Minden, as well as to the condition of the grounds generally at Mount Sylvia and Fordsdale. At Roadvale, Minden, Teviotville, Ma Ma Creek, and Ashwell, playsheds have been built since last inspection.

A pleasing feature is the much-needed improvements that have recently been made at several of the teachers' residences—*e.g.*, Boonah, Helidon, and Kirchheim; others are in contemplation at Gatton, Burnside, and Thargomindah.

INTERNAL ORGANIZATION.

STAFFS.—The 47 State schools employed at the time of inspection 47 male head teachers, 2 male and 16 female assistant teachers, and 8 male and 18 female pupil-teachers. Of the head teachers, 16 were in Class II., and 28 in Class III., while 3 (in charge of "unclassified" State schools) were unclassified. All the assistant teachers, with the exception of one who was unclassified, held Class III. rank; and the pupil-teachers comprised one with the status of P.T.4, 6 with that of P.T.3, 7 with that of P.T.2, 5 with that of P.T.1, and 7 on probation.

From the foregoing it will be seen that the number of pupil-teachers employed was to that of assistant teachers in the proportion of about 3 to 2; and that of the whole number of assistant teachers and pupil-teachers, nearly 80 per cent. were females, the male assistant teacher especially having almost entirely disappeared.

In State schools the average number of pupils to each teacher, irrespective of rank, and basing the calculation on the attendance during the month preceding inspection, was 31·2. The variations from this average were, of course, numerous and considerable, ranging from 47·6 at Milbong to 16·8 in the "unclassified" State school at Postman's Ridge.

In Provisional schools there were 26 male and 18 female teachers, the average number of pupils to each being 21·8; this, however, being greatly exceeded at Mount Sylvia (43), Milford (39·8), Adavale (39), Flagstone Creek (38·5), Monkey Waterholes (37·6), Mount Whitestone (35·3), and Prenzlau (32·9).

Indications of neglect of duty on the part of teachers in charge of schools were met with in four cases during the year; and in a slightly larger number of instances, though there appeared to be no lack of willing effort, a want of ability was evident; but the great bulk of the teachers were doing honest and faithful work, ranging in its results from fairly to highly satisfactory.

I have been much impressed with the improvement in the quality of Provisional school teachers during the past few years, an improvement, it is only reasonable to assume, attributable in great measure to the altered conditions of their appointment; many of them, indeed, are doing work quite as praiseworthy as that of most State schools. A larger proportion than formerly—of the men, at any rate—endeavour to qualify themselves for admission to the rank of classified teacher, and, considering the difficulties under which, as a rule, they pursue their studies with that object, their efforts are certainly deserving of every encouragement. As stated in a previous report, I should be glad to see them permitted to pass the examination for Class III. by instalments if they so wished.

ATTENDANCE.—The gross enrolment in State and Provisional schools at the time of inspection was 4,952, out of which 4,035, equal to 81·5 per cent., were examined.

The enrolment at the end of the month preceding inspection was 4,961, and the average daily attendance during that period 3,799, equal to 76·6 per cent. For State schools alone, the corresponding percentage was 78·3, and for Provisional schools 72.

Out of 5,014 pupils enrolled during the quarter preceding inspection, the number who attended on not less than four-fifths of the school days during that time was 2,632, equal to 52·5 per cent. The corresponding percentage for State schools alone was 55·7, and for Provisional schools 43·9.

The figures given in the two immediately preceding paragraphs may be summarized as showing (*a*) that out of every 10 pupils enrolled, there are ordinarily present in State schools about 8, and in Provisional schools about 7; (*b*) that the pupils who attend on 4 or 5 out of every 5 school days amount to little over half the total number enrolled, State schools being considerably better than Provisional in this regard.

In the returns supplied by teachers on the occasion of the inspection of their schools, the number of children "six years old, but less than *fifteen*, living in the neighbourhood, and not attending any school, though not educated up to the standard of education," is given as 302. It would be erroneous, however, to regard the whole of these as having their education totally neglected; I have good reason to believe that not a few are children who attended school till they reached the age of *twelve* or thereabouts, and having then become old enough to be useful in farm work were withdrawn, though not qualified by attainments to enter Class V., the stage defined by regulation as equivalent to being "educated up to the standard." Exceptional causes, too, seem to have tended in some cases to swell the number, two Provisional schools, where there was much local dissatisfaction with the teachers' management, reporting 37 children non-attending out of a total of 76 reported from all the Provisional schools of the district.

It may not be improper to point out here that the enforcement of the "Compulsory Clauses" of the Act, in their present form, would do little towards increasing the *regularity* of the attendance, seeing that it would not necessarily secure an attendance of more than 120 days in a year, or not quite three days per week—that is, little over half the school time. Whether the benefits accruing from enforced attendance of this irregular character would compensate for the difficulty and disadvantages of setting the machinery of compulsion in action, seems to me somewhat questionable.

CLASSIFICATION.—Of the pupils enrolled at the time of inspection, ·9 per cent. were in the sixth class, 7·8 per cent. in the fifth, 16·2 per cent. in the fourth, 16·8 per cent. in the third, 24·8 per cent. in the second, and 33·5 per cent. in the first. The average age was generally more or less in excess of the "standard," the explanation of this lying in the fact that few children, in the country districts at any rate, begin their schooling at the exact standard time of commencement—viz., five years of age. Cases of unduly lengthy class-time were not often encountered—they were found principally in the lowest draft or drafts. Occasionally, pupils were presented for inspection in the senior classes who were totally unfit for their status, and had evidently attained their position through the operation of what may be termed automatic promotions—that is, promotions made mainly on account of length of time in class, and with insufficient regard to actual proficiency. Where the teacher is confronted, as he often is, with the choice of promoting a class as a whole—which may necessitate the advancement of some of its members who are not fully qualified by attainments for the step, or of leaving the dullards behind their more capable class-mates, a course which would entail either the formation of an additional draft for their special behoof, or the causing them to fall into line with the work of a lower draft, thus throwing them back possibly as much as eighteen months in their school career—it is no doubt difficult to decide what plan to follow, and wisdom is probably shown in the adoption of that first mentioned. While fully recognising this, however, and making every allowance for the cases of premature promotions now and then observed, I have sometimes met with instances so glaring, and so evidently the outcome of long-continued action in the same direction, that it has been impossible to avoid inferring marked want of judgment on the part of the teacher. The mistake of forming too many drafts, though still made by some teachers whose intentions are better than their capacity for organisation, is not at all common.

GOVERNMENT.—With a few exceptions, the schools may be said to be effectively governed; ready and prompt obedience to orders is secured; commendable attention is bestowed on the habits and manners of the pupils; and the behaviour of the children under inspection rarely calls for adverse comment. The discipline is on the whole quite satisfactory, and in many cases very satisfactory, but, as might be expected, differs considerably in character; some teachers are able to make their influence, quietly and unobtrusively exerted, felt throughout the school, the only indication of the valuable underlying force and control being the zeal and cheerfulness, the honesty and steadiness, in brief the entire smoothness, with which work is carried on, and the evident sympathy between teacher and taught; in other schools the discipline is more of a military type, and this when united to good nature and tact on the part of the teacher produces admirable results, though failing this condition it is liable to degenerate into hardness and fault-finding; while in other cases, again, fussiness and noise are mistakenly relied upon as substitutes for energy and firmness.

INSTRUCTION.—The school work is generally laid out with fair judgment, and in sufficient quantity to meet the requirements of the half-yearly programmes, some tendency to lagging behind in the first half-year's reading of Class I. being the most common fault. The time-tables also show fair skill, though on several occasions it has been necessary to draw attention to the overlapping of what should be oral lessons—grammar, geography, and in extreme cases reading also, being set down as taught by the same teacher at the same time. This defect, unavoidable where the number of drafts is excessive, entails the substitution of written work for direct oral instruction, or the employment of monitors to an undue extent, and is an unfailing source of weakness.

With the amount of inspection and other work to be accomplished during the year, it has been impossible to pay any second visits to schools, and the time available for observing methods of instruction has been far too small. From the degree of success attending their application it may be inferred, however, that they have been on the whole fairly suitable, though not uniformly so. The training of pupil-teachers in method is an important duty which does not always receive the attention it requires.

The average proficiency over the entire range of the subjects of instruction approaches fair for the whole district. There is very little difference between the average results in State and in Provisional schools, the reduced demands in the latter counterbalancing any superiority of teaching skill in the former.

The subjects of instruction, individually considered, show, as a rule, but little change since last reported on. In reading and recitation some advance continues to be made as regards fluency, though not in regard to comprehension of subject matter; object lessons still leave very much to be desired; the hurtful variety in the styles of writing is more marked than ever; arithmetic shows a slight gain in accuracy and soundness; and grammar, geography, and history give results ranging from moderate to fair. Referring to the last-named subjects, it must be allowed that proficiency in their case, as in that of others, implies the knowledge of a certain number of facts—the acquisition of this knowledge must be attended by a certain amount of drudgery—in short, notwithstanding ideal pictures to the contrary, there is no royal road to learning geography and history any more than in other directions. In view of this unavoidable drudgery, the importance of home preparation in the subjects mentioned should not be lost sight of, and in this connection the following remarks by D. R. Fearon, M.A., Assistant Commissioner of Endowed Schools, and one of Her Majesty's Inspectors of Schools from 1860 to 1870, deserve attention :—"All the mere dry matters of fact which are required to be acquired by the children in a geography or history lesson, should be so acquired by them out of school, in readiness for the lesson. Every child should have a little rudimentary book of geography with coloured maps, a little rudimentary book of history with dates, and a little rudimentary book of English grammar, with analysis of sentences, from which it should be expected to prepare its home lessons. It is deplorable waste of teaching power, and is ruinous both to teachers and taught, to let the teacher's time and vigour be spent in telling the children mere rudimentary facts which they can gain from a penny text-book."

The results in Euclid and algebra are disappointing, averaging in the former subject but 34·5 per cent., and in the latter only 51·7 per cent. These figures are the more unsatisfactory in view of the fact that they refer only to work stated to have been actually covered, and as a rule below schedule requirements. Among the few schools showing creditable progress and proficiency in the subjects named, Kirchheim easily stands first.

Of the schools in this district, where by Regulation 112 it is required that Euclid and algebra shall be taught, there are about 20, each of which is managed by a teacher single-handed, or without other help than that of a pupil-teacher, and the experience of the year has confirmed me in the opinion that under such conditions—that is, where the staff does not include a classified assistant—it is inexpedient to insist on these subjects being attempted. I think, indeed, that in any school where the pupils above the fourth class fail to reach a certain number, say 10, the time required for efficiently instructing such a handful of children in these additional subjects could be more profitably spent otherwise.

The intermittent demands made for the inclusion of various additional subjects in the school curriculum raise a doubt as to whether the extent of time available for the purposes of instruction, and the amount and variety of work required to be done in that time, are rightly understood. The actual hours of instruction per week are 23¾, and the work of the fifth class (the highest, in the majority of schools) includes the following:—Reading, recitation, spelling, and subject matter; writing from a copy and from dictation, and printing; arithmetic and mensuration—on slates and mentally; algebra; Euclid; physics or science, and first aid in accidents; drawing—freehand, geometrical, and scale; vocal music—part singing and singing at sight; drill; geography and mapping; accidence, syntax, parsing, analysis, composition, and common Latin roots; history; and, for girls, needlework. Comparing the list of work to be done with the time allowed for doing it, and bearing in mind that the increase recently made in the curriculum has not been accompanied by any corresponding increase in the strength of the teaching staff, the questions arise whether too much is not even now being attempted, whether soundness of attainments in the essential branches of primary education is not being to some extent endangered, and whether it might not be well in the case of the senior classes in our schools to extend some relief by making certain subjects of instruction optional.

RECORDS.—These were, on the whole, very well kept, and in many instances were models of neatness. Except at one State school, where gross neglect was shown, the imperfections disclosed were of a minor character.

SPECIAL OBSERVATIONS.—Among State schools, the highest results at inspection were obtained by those excellently conducted schools at Crow's Nest, Rosevale, and Hatton Vale, in the order named; while, of Provisional schools, those at Milford and Ravensbourne stood foremost. The Provisional schools at Pechey and Whichello showed marked improvement between inspections, and in the newly opened schools at Rockmount and Obum Obum a most promising and creditable beginning has been made.

I have, &c.,
A. S. KENNEDY,
District Inspector.

The Under Secretary, Department of Public Instruction.

REPORT OF MR. DISTRICT INSPECTOR HARRAP.

Maryborough, February, 1900.

Sir,—I have the honour to submit my General Report for the year 1899.

This district was altered to some extent last year. Eleven schools on the Bundaberg-Gladstone Railway were added to my list, and 4 Maryborough schools were removed from it. As these about balanced, the amount of inspectoral work remained the same. Inspection of schools commenced on the 13th March, and the number of schools on my list at that date was 108, namely :—35 State schools; 70 Provisional schools; and 3 Roman Catholic schools. Provisional schools were opened during the year at Littabella Creek on the Gladstone Railway, and at Rubyanna near Bundaberg: the Provisional school at Neardie was closed, and that at Horton was superseded by a State school. At the end of the year, therefore, there were 109 schools in operation. Of these, all the State and Roman Catholic schools, and 66 Provisional schools were inspected once during the year. Four Provisional schools were not inspected: sickness prevented two; one was closed at my visit; and the fourth was opened late in the year. In addition to the ordinary inspectoral work, a fair amount of time was taken up in preparing papers for and examining the written work of 24 applicants for employment as Provisional school teachers; in visits to five places about applications for new schools; to four places to inspect new buildings and improvements; and to three places to inquire into complaints, and in reporting on all of them. The year was thus fully occupied, and there was no time for second inspections. Several Provisional schools had at my visit an average attendance of over 30, the three largest being Cordalba, 86; Watawa, 56; and Bucca Crossing, 40. A State school has been authorised at Cordalba, but, I am informed, no special efforts have been made by the people to raise their share of the cost, although the present buildings are overcrowded. Steps are being taken at Bucca Crossing towards a State school, and they will probably be successful. The attendance at Watawa is uncertain, and will probably decrease. Regarding the others where the attendance is over 30, there is no pressing necessity for disturbing present arrangements. The Provisional school at Paradise, where annual efforts were made for a State school, has now an attendance of less than 30; and the attendance at Sunbury State school has gradually decreased from over 50 to below 30. Seven Provisional schools have an attendance below 12; they are:—Kanighan, 11·9; Mount View, 11·9; Duingal, 11·3; Oakview, 10·3; Mingo, 9·9; Doongal Lower, 9·9; and Togege, 8·5; and there seems little prospect of improvement at any of them.

MATERIAL ORGANIZATION.

New State school buildings have been provided at Biggenden and Horton, and new Provisional school buildings at Byrnestown, Gunalda, and Littabella Creek. Improvements of a useful kind have taken place at Bidwell, Biggenden Mines, Kalbar, and Kilkivan Junction. The following schools were at my visit more or less overcrowded: Cordalba, 7·3 square feet per child in average attendance; Tinana, 7·5; Maryborough West, 7·6; Bundaberg South, 7·9; St. Helens, 8·1; Kilkivan, 8·4; Aldershot, 8·5; and Maryborough East, 8·8. Enlargements have been authorised at Kilkivan and Maryborough West. The residences at two-thirds of the State schools are enclosed, and at half of these an attempt to cultivate a garden has been more or less successful. Arbor Day proceedings, so far as tree-planting is concerned, are dying out. The grounds are in a fair to very fair condition at about a dozen schools; moderate at a few others; and indifferent at the rest. At one school, where the destruction of some fair forest trees had been formerly stopped, a new teacher has ringbarked several of them, for no apparent reason, as extra grass was not wanted, and the trees were not in a dangerous condition. The best kept grounds were at Gin Gin, and the best show of flower-beds at Doongal Lower. Playsheds are being gradually added to all State schools, but several are not provided with tanks, although the playshed is about the most convenient place for them. School furniture and material were, as a rule, in good supply and condition. Authority was given at my visit to have some of the minor wants supplied. Among the requirements mentioned in the general returns the chief are:—An extra tank at Gooburrum, Tiaro, and Yengarie; improvements to residence at Eidsvold, Gayndah, Howard, Isis North, and Mount Perry; and separate closet accommodation for the teachers at Bundaberg North, Bundaberg East, and Mount Perry. The school premises were, on the whole, clean and tidy, and the disposal of school material was satisfactory.

INTERNAL ORGANIZATION.

State school teachers numbered 112, and Provisional school teachers 68. They were classified as follows:—

—	Males.		Females.		Totals.
	Head Teachers.	Assistant Teachers.	Head Teachers.	Assistant Teachers.	
Teachers, First Class	0	0	0	0	0
„ Second Class	21	0	1	0	22
„ Third Class	16	9	3	31	59
Pupil-teachers, Fourth Class	0	0	0	4	4
„ Third Class	0	3	0	7	10
„ Second Class	0	0	0	7	7
„ First Class	0	4	0	2	6
„ on Probation	0	3	0	5	8
Unclassified Teachers	23	0	38	3	64
Totals	60	19	42	59	180

Most of the second and third class teachers were in the highest division of their class. The promotions this year are 11 to a higher division of the third class, 4 to a higher division of the second class, and 3 from the third class to the second.

At schools, where one or more pupil-teachers were employed, criticism lessons were given *regularly* at Apple Tree Creek, Bundaberg Central (Boys), Bundaberg Central (Girls), Bundaberg North, Howard, Isis North, Kolan South, Maryborough West, Mount Perry, and Tinana; *occasionally* at Aldershot, Bundaberg South, and Eidsvold; and *neglected* at the rest. This is an improvement on previous years, but there is room for further improvement. It is highly creditable, however, that in other respects head teachers are, with few exceptions, zealous and conscientious in the discharge of their duties. In very few instances have I considered that better work could have been done. The assistants, including pupil-teachers, are, on the whole, working diligently, willingly, and to the best of their ability. Head teachers report a weak disciplinarian here and there, and occasionally a pupil-teacher who is not diligent in his studies. The majority of Provisional school teachers are also diligent and persevering workers, and obtain satisfactory results. In only one instance had I to report gross neglect. The number of applicants for Provisional schools is increasing. Twenty-four were examined last year in this district.

Attendance.—In quality and quantity this varies little from year to year. The number of pupils who attended four-fifths of their time during the quarter preceding inspection was 53·6 per cent. of the enrolment; and the average attendance for the month preceding inspection was 76·5 per cent. of the enrolment. Head teachers of 102 schools reported 123 neglected children, being, on the average, slightly over one child in each school district. The following 8 schools return 76 out of the 123:—Torbanlea, 16; Barolin, 14; Kolan South, 12; Maryborough East, 11; Brooyar, 8; Dundowran, 7; Bingera, 4; and Tegege, 4. These cases are bad enough, but I am convinced that the teachers of several large schools would have to return even worse results had they the means of finding out even approximately the number of children who rarely or never attend school. The quality of the attendance was good or over at 15 schools; fair to very fair at 22; moderate at 16, and indifferent or worse at 49. In most cases better attendance is beyond the control of the teachers, but in some cases I am of opinion that the teachers could improve it.

The number of pupils admitted during the year was 2,722, and 2,072 left school, which is an apparent gain of 650. As many of these doubtlessly went from one school to another, being recorded as admitted at one, and as left at the other, the probable increase of school-going children in this district was about 500.

Classification.—In my last report I explained as well as I could how to avoid having two drafts in the second and higher classes in single-handed schools, but the practice continues. There were two distinct drafts in the fourth class at Dalysford, Doongal Lower, and Dundowran; in the third class at Anderleigh, Bidwell, and Cumonju; and in the second class at Byrnestown, Kalkie, Miva, and Mungore. Even in schools with two teachers there is little, if any necessity for two drafts in these classes, but they were in existence. Another weakness, also pointed out year after year, is the large number of drafts in these small schools. There were seven drafts in 3 such schools, and six drafts in 15, and they were not all Provisional schools. It may be as well to point out once more that Schedule VI. is chiefly intended for the larger schools, and that Schedule V. is the more suitable for the smaller. The attention of Provisional school teachers is also drawn to the second paragraph of Regulation 115. In the larger schools the classification was generally satisfactory.

Progress.—This was reported as good or very good in four-fifths of the schools inspected. The total number of promotions was 11,241, which gives an average of nearly two promotions per child for the year. This may be considered as a highly creditable record.

Discipline is well maintained in most schools, and is really weak in few. The tone is good, and the conduct of the children during inspection leaves little to be desired. Lessons on good manners are given regularly in all but a very few schools with generally gratifying results.

Instruction.—Algebra and Euclid were taught in three-fourths of the State schools in this district with varying, but, on the whole, with fairly encouraging success. In Euclid very little beyond simple definitions was covered in the fifth class, and in the sixth class a few propositions were added. In algebra a considerable amount had been gone over in some schools, too much, in fact, for sound progress. Examination in both subjects was confined to the amount presented, and the results in Euclid were: Sixth class, 63 per cent.; and fifth class, 61 per cent. The results in algebra reached 74 per cent. in the sixth class, and 63 per cent. in the fifth. I have not noticed any falling off in the ordinary branches of instruction by reason of the introduction of the foregoing subjects, nor have I heard much complaining from teachers that the fifth and sixth classes were overburdened with work. The extra subjects have been attempted in schools having but one teacher. To be successful in them, other and more useful subjects will suffer in consequence. To my mind both subjects should be rigidly excluded from eighth class schools, and should be optional in those of the seventh class.

My remarks last year on the drawing papers of teachers apply in a great measure to the papers produced at the last examination also, and particularly so regarding the work of third and fourth class pupil-teachers. There were two absurd features in connection with the model drawings—(*a*) Where the hexagonal prism occupied so much space that there was no room to include the top of the table, which had in consequence to be represented by two lines drawn across the paper; and (*b*) where both model and top of table were included in a space of about 3 inches by 2 inches.

The average progress has been made in the ordinary branches of instruction, and there is nothing special to note regarding them.

Several Provisional school teachers—well meaning, no doubt—have attempted subjects beyond those laid down in Regulation 113. Before attempting them, the approval of the inspector is directed to be first obtained. This part of the Regulation has been overlooked. My experience is that few teachers of small schools can afford to introduce extra subjects. The prescribed subjects are sure to suffer in consequence, and they are of primary importance.

Results.—The average percentage of results in all schools was 69·2, being 71·1 in State schools and 68·2 in Provisional schools.

Thirteen State and 13 Provisional schools reached 70 per cent. in all classes.

The schools which reached an average of 75 per cent. or over were—Howard, 78·2; Tinana, 77·6; Bundaberg South, 77·3; Mount Perry, 77·2; Bundaberg North, 77·1; Isis North, 77·1; Rubyanna, 77·1; Thinoomba, 76·4; Kanighan, 76·3; Isis Central Mill, 76·2; Isis South, 76·2; Maryborough West, 76·1; Kilkivan, 75·6; Kolan South, 75·3; and Underban, 75.

Four boys and one girl obtained Grammar School Scholarships. The successful schools were—Bundaberg Central (Boys), Bundaberg East, Bundaberg South, Isis North, and Maryborough West; each one pupil.

I have, &c.,
GEORGE HARRAP,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR CANNY.

Rockhampton, March, 1900.

Sir,—I beg to submit my Annual Report for 1899.

At the beginning of the year 10 schools on the Gladstone-Bundaberg railway were taken off my list, leaving still 88 schools in my district. Of these, 3 Provisional schools were not visited, through want of time. It is to be regretted that of late years no time has been available for second inspections—that is, that apart from the regular detailed inspection, no time is given to the useful and important work of observing methods and tone, and of seeing whether teachers continue the faithful discharge of duty in the matter of keeping the records. I know that there are certain schools to which such visits are needed, and where watchfulness on the part of the inspector is most desirable, if not necessary. Honest teachers invite such watchfulness. It is only the weaker brethren who cannot abide it. I am of opinion that inspectors, especially in the provincial districts, have too much work to do, and that the haste necessitated by this over-pressure tends not to the advantage of the service. While advocating the necessity for second inspections, I wish it to be understood that I in no sense agree with those who would do away with our present system of detailed examinations. From what I can read in the home educational magazines it would appear that the English authorities have gone from one extreme to the other—from "payment by results" to practically no testing of work at all. While it is desirable to have full opportunity for observing the general working of a school, yet it is certain that it is only by some form of examination that proof of teaching skill can be tested. I think that in our Queensland system we have hit the happy medium, provided that time were allowed for second visits of inspection.

MATERIAL CONDITIONS.

The very unsatisfactory accommodation at the Rockhampton Central Girls' and Infants' schools still continues. It is strange that the parents and public of Rockhampton are content to see one of their chief State schools in such a deplorable state. This is all the more strange when one is aware that in support of their other public institutions the people of Rockhampton display the most praiseworthy generosity. Important repairs and additions have been recommended for the school at Aramac, and tenders have been invited for the work. A new State school has been built at Red Hill (Mount Morgan). The old Provisional school at Duaringa has been replaced by a new State school. New Provisional schools have been erected at Wycarbah and Dingo, while the Department's sanction has been obtained for new schools at Parkhurst and Frenchman's Creek. At Calliope it was found that extensive repairs to the fences were required, and also repairs to the roof of the school building. Important additions have been made to the school buildings at Longreach and at Allenstown. For over a year the establishment of a State school at Bouldercombe has been under consideration, but through some misunderstanding the work has been delayed. As I write I see from the *Education Gazette* that tenders are being called for a State school at Bouldercombe, and for additions and repairs to the school at Clermont.

INTERNAL ORGANIZATION.

The total number of head teachers employed in the State schools of the district was 88, of assistant teachers 67, and of pupil-teachers 61. In points of industry and capacity the work of the head teachers ranged in varying degrees from very indifferent to good. Amongst head teachers there is room for a larger measure of enthusiasm. In the few schools where a high degree of enthusiasm prevails, it is edifying to notice how the healthy feeling spreads from head master through assistants and pupil-teachers to all classes in the school. During the year instances came under my notice where, from the want of tact and sympathy on the part of the head teachers, and from want of loyalty on the part of assistants, much friction amongst the school staffs prevailed. The powers and privileges of head teachers are extensive, and justly so if discipline is to be maintained; yet it is understood that such powers are to be used with discretion. When class-work is entrusted to competent assistants—and there are many such in this district—there should be little need for the head teacher to unduly insist on lessons being taught by any special or peculiar method. With the competent assistant, as with the competent head teacher, the less check there is upon individuality and originality the better for the schools. Of the assistants, as a whole, I have to report very favourably. On them depends, to an important extent, the success of the work in our large schools, and in this district I find that with rare exceptions they discharge their duties with a marked degree of zeal and ability. I am glad to see that the Department is offering increased encouragement to our young men to remain in the service, and I hope in time that similar encouragement will be offered to the female assistants. A pleasing feature of the year's work was the improvement shown in the manner and method of the lessons given by the pupil-teachers for examination values. There was an almost utter absence of the awkwardness and nervousness so painfully prevalent in former years. I think this arises from the greater aid and encouragement given by head teachers to their pupil-teachers when actually engaged in the work of class-teaching. The reports given by head teachers on the diligence shown by their pupil-teachers in teaching and study were nearly always favourable. One sure indication of successful study was the very high percentages in grammar obtained by pupil-teachers at the recent annual examination. Yet while the marks in grammar were high, I have to complain of the inferior character of the pupil-teachers' composition. As a remedy for this I have in previous reports expressed the opinion that those engaged in the training of pupil-teachers should by every available means encourage the students to pursue a course of general reading. An expert writing in the December number of *The Practical Teacher* makes the following pertinent remarks:—"Inquiries are still received, 'How can I improve my composition?' The answer is: Read! read! read! Learning rules is useless; study of text-books is useless; the student must have a wealth of ideas, and a wide vocabulary from which to clothe them. This double possession can be acquired only by wide reading, not of geography or history books, but of good literature. The plea of 'no time' is not to be recognised. Every pupil-teacher must find time. If this is not done, the mind is cramped, set in one groove, and the student grows up incapable of understanding or discussing the great problems of life and society which are vastly more important than the most complicated fraction."

Records.—Among these I include time-tables, which are not even yet as generally well planned as one could desire. In some of the smaller State schools and in most of the Provisional schools there was found defective arrangement in the matter of the relative amount of time allotted to the different subjects. The faults mostly lay in giving too much time to writing and drill and too little to reading and arithmetic, especially to mental arithmetic. In the smaller schools such branches as music and history might well be omitted except where good work in the essential subjects obtains. Another matter needing comment is the character of the work programmes. These furnish an excellent indication of the capacity and industry of the teacher in charge. In some schools the entries in the work-books are mere transcripts of Schedule VI. Sometimes one finds the whole of the work for six months set down as the work for one month. In other instances gross neglect is shown by such entries as "repeat" and "revise" occurring consecutively for three and four months. In the larger schools I would like to see fuller verbal directions for the guidance and help of assistants and pupil-teachers. In the matter of the other records 8 teachers were reported on for neglect in posting up the entries, while 2 teachers were dismissed for wilful falsification.

Instruction.—The subject most calling for special comment under this head is that of object lessons, which is the worst taught branch in our schools. Requiring for its effective treatment some knowledge of the principles of psychology, it is not difficult to understand how so many of our teachers fail in this work. Yet enough of the elements of psychological science is given in the works of Bain, and Currie, and Gladman to enable our more advanced teachers to become thinkers as to what constitutes a really useful object lesson. In all schools an attempt is made to teach the object lesson, but only in a very few schools is the lesson of any practical value. Mostly got up from some text-book, and without any reference to Nature or art, the supposed object lesson is presented to the class, not as a lesson on *things*, but as a lesson on words, if, indeed, it be a lesson at all. The faculties of observation and perception are not called into requisition. What earthly good is there in talking to little children about "tenacity," "ductility," "malleability," "absorbent," "opaque," and such like terms, which are as unnecessary as they are confusing, On this point, Professor Huxley says:—"I remember in my youth there were detestable books containing question and answer to be learned by heart of this sort: 'What is a horse? The horse is termed *Equus caballus;* belongs to the class Mammalia; order, Pachydermata; family, Solidungula.' Was any human being wiser for learning that magic formula? Was he not more foolish, inasmuch as he was deluded into taking words for knowledge? Make the teaching [of science] as little as you like, but, unless that which is taught is based upon actual observation and familiarity with facts, it is better left alone." My remarks on the teaching of object lessons apply to the teaching of the lessons on physics in Grieve's text-books. To do justice to these, some kind of apparatus is necessary, and apparatus is found only in a few schools. The best lessons in physics were given to the upper classes in the Rockhampton Central Boys' School.

On the subject of writing, I find it needful to offer brief comment. I cannot report that writing is, on the whole, as well taught as it should be. It is difficult to understand how a branch so useful and so popular receives so little attention even in some of the best schools. We hear loud outcries about different series of copy-books. Now, any good series—and there are many—will suffice, provided that the writing lesson is properly taught. If pupils are left to their own devices, the work will be bad, no matter what series is used. The writing lesson should largely consist of blackboard instruction, where the teacher can realise to the fullest extent that "imitation follows perception." By far the best writing in the district was found at Lake's Creek, followed at a distance by the schools at Gindie, Upper Ulam, Port Curtis Road, and Mount Morgan Boys.

Among the special extra subjects inspected during the year, I found that literature was the most popular and was generally the best taught. Excepting a few of the more complex passages, the meaning of the text had been carefully explained, while the extracts for recitation had been suitably selected and fairly well delivered. I feel assured that the introduction to our schools of an English classic will develop in the teachers as well as in the pupils a fair degree of literary taste. In Euclid, inferior work was shown chiefly, through undue haste or ill-considered views as to the essentials of geometrical teaching. In Algebra the results were more satisfactory, for the reason that the subject is so closely allied, if not identical, with arithmetic. I am not in sympathy with those who argue against the teaching of mathematics in girls' schools. Already the female teachers in the Rockhampton centre have made a fair beginning with the work, and they are, as a rule, working on intelligent lines. I have again to express the opinion that in the fifth and sixth classes the Schedule is over-weighted, so that teachers desirous of doing sound work in these extra branches are hampered by the multiplicity of subjects they have now to teach. Further, it is necessary to remind some teachers that an undue amount of time and attention must on no account be given to these extra branches at the risk of neglecting the lower classes. It should ever be borne in mind that the chief work of the school lies in the third, second, and first classes.

DISCIPLINE.

I regret to say there is much doubt on my mind whether due heed is paid by teachers to what is known as the ethical side of school life—in other words, to the development of character in their pupils, and to the moral principles underlying such development. The cultivation of these principles should stand first among the aims of the conscientious schoolmaster, even though success in such a noble duty is not valued by any recordable figure in the result-sheet. Of infinitely more importance is it to the well-being of the State that our children should be trained in virtue and in the principles of truth and justice than that they should be able to do a sum in compound proportion or be able to analyse a compound sentence. While I am fully aware that there are teachers who realise the necessity for moral training in their schools, and who carry out this duty, both by precept and example, I have reason to suspect that there are others who trouble themselves little about the higher features of school discipline. Following close upon this point comes the question of manners, which may be called the minor morals. In the early part of the year a "manners chart" was sent to all schools, with a view to the inculcation of polite habits among the pupils. The results so far are but slightly appreciable. It is hoped that in future teachers will address themselves more earnestly to this matter, and become more mindful of the adage that "manners maketh man."

ATTENDANCE.—During the year there has been improvement both in the quantity and the quality of the pupils' attendance; the respective averages for 1899 being 77·9 per cent. and 53·9 per cent., as compared with 73·6 per cent. and 45·4 per cent. for 1898.

The total number of pupils examined was 7,778.

SPECIAL OBSERVATIONS.—In naming schools in the order of merit, it should be remembered that there are many accompanying circumstances to be taken into account in order to fairly estimate the true condition of affairs. For instance, the schools inspected in the early part of the year are at a disadvantage when compared with those inspected at the close. Again, the fully staffed and well-appointed State school is in a better position for obtaining high results than the small State school staffed by a single teacher or only by a teacher and a pupil-teacher. Indeed, it is most gratifying to find such very satisfactory work done in many of these smaller State schools as well as in many of the Provisional schools. The highest average of results was obtained at the following State schools, named in order of merit:—Emu Park, Muttaburra, Mount Morgan Boys, North Rockhampton Boys, Rockhampton Central Girls, Allenstown, Gracemere, Lake's Creek, Rockhampton Central Boys, Blackall and Crescent Lagoon. Among the Provisional schools the best work was found at Gindie, Calliope River, Marblestone, Dingo, Upper Ulam, Copperfield, Mount Hedlow, and Duaringa.

Two candidates for Grammar School Scholarships were successful in winning prizes—one at Clermont, and another at Barcaldine.

I have, &c.,
J. A. CANNY,
District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR GRIPP.

Brisbane, February, 1900.

SIR,—I have the honour to submit to you my General Report for the year 1899.

DISTRICT.

During 1899, as in the preceding year, I was in charge of the Kennedy Inspectoral District, which is bounded on the north by the railway from Townsville to Charters Towers, and extends to the latitude of Cape Palmerston in the south.

SCHOOLS IN OPERATION AND SCHOOL CHANGES.—The total number of schools in operation during the year was 74—viz., 30 State, 35 Provisional, 8 Roman Catholic, and 1 Private. A State school was established at Marian, near Mackay, superseding a Provisional school there; while new Provisional schools were opened at Nindaroo, near Mackay, at Bona Vista, on the Lower Proserpine, and at Hamilton, near Mirani. A State school to take the place of the Provisional school at Chelona, and a new Provisional school at Mia Mia, near Mirani, were ready for opening after the Christmas vacation. The establishment of State schools to supersede the Provisional schools at North Eton and the Lower Proserpine has been approved of. A State school has also been authorised at Idalia (Ross River Meatworks). So far as I know, a school is now to be found at every place in my district where 12 children can be brought together.

APPORTIONMENT OF TIME, Etc.—Exclusive of three weeks' leave of absence, my time up till 6th March was occupied in work connected with the annual examination of teachers and in writing my General Report for 1898, the closing weeks of the year being also occupied in duties connected with the annual examination. The work done during the remaining portion of the year includes—(*a*) the inspection of all the schools in my district with the exception of the Roman Catholic schools at Charters Towers and Bowen, omitted at their own request, and of the Provisional school at Bona Vista, which was not opened till after I had left that neighbourhood; (*b*) the second inspection of two State schools; (*c*) the examination of three candidates for the position of Provisional school teacher; (*d*) the holding of six inquiries, one of them very lengthy and dealing with a serious charge against a head teacher, another in connection with friction between a head teacher and one of his assistants, and the remainder referring to the establishment of new schools or the inspection of new school buildings; (*e*) the examination of no fewer than 103 members of school staffs in reading, drill, and class teaching, with a view to the annual examination held at the end of the year; and (*f*) the drafting of a set of teachers' examination papers.

The number of children present during the first detailed inspections was:—In State schools, 7,683, equal to 91·2 per cent. of the 8,421 enrolled; in Provisional schools, 787, equal to 80·4 per cent. of the 979 enrolled; in Roman Catholic schools, 833; and in the private school, 26, making a total of 9,329. At the two second inspections 669 children were present, thus giving a grand total of 9,998 children who passed through my hands during the year.

MATERIAL ORGANIZATION.

As pointed out in previous reports, several of the State schools in this district are seriously overcrowded. Thus the amount of floor space for each pupil in average attendance is only 3·6 square feet at Richmond Hill, 4·9 at Queenton, 5·1 at Charters Towers Central (girls), 6·2 at Townsville North, 6·3 at Charters Towers Central (boys), and 7 at Ross Island. At Richmond Hill a new wing is being built, but is not nearly large enough to meet the actual requirements. At Queenton much relief has been afforded by enclosing and suitably furnishing, for teaching purposes, the space underneath the school. When the infant school now being erected at Charters Towers Central is ready for occupation, the quarters which the infants occupy at present will be available for the girls, who will then have just about the regulation allowance of space. At Townsville North steps have already been taken to raise funds for an enlargement of the building. Sellheim and Eton schools, which were reported last year as being too small, have since been enlarged, but the accommodation at the former is even now barely sufficient. Among Provisional schools the overcrowding formerly existing at Chelona has been rectified by the erection of a State school, as before mentioned; and at Merinda the attendance warrants a similar change, but the undesirable proximity of the present site to the meatworks makes it advisable, in my opinion, that a position somewhat more remote from those works should, if possible, be secured. At Reid River, instead of the old building on private property, new and commodious premises on an admirably situated school reserve are now found, and a change in the same direction is contemplated at Macrossan Bridge and Rochford. The present practice of the Department—that of granting a subsidy of four-fifths of the cost in the case of Provisional schools, thus placing them in this respect on an equal footing with State schools—should tend greatly toward improvement in the character of Provisional school buildings as a whole.

The existing buildings are generally in good repair, any necessary improvements having been made as required during the year. The amount authorised by me to be expended on minor repairs is £7 17s.

INTERNAL ORGANIZATION.

The number of teachers employed in the 30 State schools in my district was 180, or 15 more than in the preceding year. They were classified as follows:—

Sex.	Class I.	Class II.	Class III.	Un-classified.	PUPIL-TEACHERS.					Total.
					Class IV.	Class III.	Class II.	Class I.	On Probation.	
Males	1	12	43	0	3	5	1	8	7	80
Females	0	5	44	2	5	7	10	15	12	100
Total	1	17	87	2	8	12	11	23	19	180

Of the 34 Provisional school teachers, 11 were males and 23 females.

The average number of pupils per teacher, calculated on the daily attendance during the month preceding inspection, was—In State schools 37·4, and in Provisional schools 21·8, which in each case is slightly higher than in the preceding year.

With few exceptions, the teachers in both State and Provisional schools are at least fairly well qualified for the position, and in many instances are eminently fitted for it; the work of several Provisional school teachers being particularly creditable, regard being had to all the conditions.

GOVERNMENT.—The schools as a whole are well governed. The majority of teachers are firm, yet gentle, and the children cheerful, and generally willing to do their best. In a few instances, however, I have had to report that the discipline fails to secure sufficient effort on the part of all the pupils, too little pressure being brought to bear on such of them as are naturally inclined to shirk their fair share of work. In this connection it may be mentioned that the advantages of suitably arranging the children for instruction when in the desks seem to be much less generally recognised than should be the case. Were the backward members of the class made to occupy the front row of seats, those more proficient the next row, and so on, the plan would not only afford a stimulus to the children themselves, but would most readily enable the teacher to perceive those who needed the greatest amount of his care and attention, and to afford them with the least inconvenience the required help. To properly carry out the system of thus "taking places" would necessitate the regular giving and recording of marks. The process need not take up much time, and any expenditure in this direction would be amply repaid by the more certain progress of the scholars.

CLASSIFICATION.—The mistake of having too many drafts in a school was not unfrequently noticed during the year. This serious error in organisation is mostly due to the best of motives—the desire not to retard any child in its onward career—and in such cases it is not always easy to convince teachers that they are not acting in the interests of the children of the school as a whole. I have reason to believe, however, that in some Provisional schools especially the fault arises from pressure brought to bear by unreasonable parents. In State schools the fault is most commonly found in connection with the upper classes, the ambition to have a sixth or a higher fifth class overcoming the better judgment of the teachers. In a school worked single-handed, four drafts are ordinarily quite as many as can be thoroughly well managed, and when the number exceeds five the soundness of the proficiency and progress must be more or less affected. As bearing on these remarks, it may be mentioned that out of the 34 Provisional schools inspected 1 had eight drafts, 3 had seven, 9 had six, and 21 had five or fewer.

The following table shows the number and percentage of children enrolled in each class at the time of inspection:—

Schools.	CLASS VI.		CLASS V.		CLASS IV.		CLASS III.		CLASS II.		CLASS I.		TOTAL.	
	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.	Number on Roll.	Percentage of Enrolment.
State	227	2·7	811	9·6	1,136	13·5	1,523	18·1	1,927	22·9	2,797	33·2	8,421	100
Provisional	6	0·6	48	4·9	126	12·9	182	18·6	218	22·3	399	40·7	979	100
Total ...	233	2·5	859	9·2	1,262	13·4	1,705	18·1	2,145	22·8	3,196	34·0	9,400	100

These percentages, when compared with those of the previous year, show that the number of children and the relative percentage in the higher classes have improved. The upward tendency is evidenced by the fact that while the first class in 1898 included 37·6 per cent. of the total enrolment, it included only 34 per cent. in 1899.

ATTENDANCE.—The average daily attendance for the month preceding inspection was:—In State schools, 6,731·5, equal to 77·3 per cent. of the 8,708 enrolled; in Provisional schools, 739·7, equal to 75·2 per cent. of the 983 enrolled; and in all schools, 7,471·2, equal to 77·1 per cent. of the 9,691 enrolled. As compared with the attendance of the preceding year, these figures show an improvement of 3·1 per cent. in State schools, of 1·2 per cent. in Provisional schools, and of 3 per cent. in all schools.

The number of children who attended at least 4 days out of 5 during the quarter preceding inspection was:—In State schools, 4,079 out of 8,954 enrolled, equal to 45·6 per cent., which is 3·8 per cent. lower than in 1898; in Provisional schools, 347 out of 980 enrolled, equal to 35·4 per cent., or 3·9 per cent. lower than in 1898; and in all schools 4,426 out of 9,934, equal to 44·6 per cent., being 3·9 per cent. lower than in 1898.

It will thus be seen that while there was a slight improvement in the *quantity* of the attendance there was a falling off in the *quality*, the diminution in the latter being probably due to a scarlet-fever scare early in the year and a good deal of sickness amongst the younger children.

Punctuality ranged from excellent to very fair in 24 out of the 30 State schools, and in 29 out of the 34 Provisional schools.

The number of children from six years to fifteen years of age, not educated up to the standard of education (that is, fit to go into fifth class), who were reported to me as not attending any school, though living in the neighbourhood of one, was 221. This number does not include the neglected children of Charters Towers, Townsville, and Mackay, at which places the teachers were unable to furnish trustworthy information on the matter.

INSTRUCTION.—In the great bulk of the schools of this district the schedule requirements have for the most part been pretty well met, the results obtained have been on the whole satisfactory, and, inferentially, the instruction may be regarded as of a fairly effective character, the time available for actual observation of methods, however, being undesirably, though unavoidably, small.

The average proficiency, as shown by the results obtained at inspection, was:—In all schools, 56·8 per cent.; in State schools alone, 58·4 per cent.; and in Provisional schools alone, 55·5 per cent.; these figures corresponding closely with those of the preceding year. The six State schools which obtained the highest average marks were: Brandon, 70·5 per cent.; Townsville (girls and infants), 69·9; Eton, 65·7; Queenton, 62; Charters Towers (boys), 61·8; Richmond Hill, 61·5. The 6 highest Provisional schools were: Grass Tree, 70·6 per cent.; Mount Leyshon, 67·3; Warden Bend, 64·3; Pumping Station, 64; Evlinton, 63·9; and Proserpine Lower, 63·6. In only 1 State school did the average marks fall below 50 per cent., but amongst the Provisional schools there were 5 where this was the case.

The extent and variety of the work prescribed for the upper classes render it difficult for even the most skilful and willing teachers to overtake that work in the thorough and finished manner which they would desire. It is no doubt largely due to this cause that the results in the lately added subjects—Euclid and Algebra—are not nearly as good as I had hoped for. Of the two, *Euclid* was much the worse rendered, the results obtained averaging only 35 per cent., although the inspection was based in all cases on ground reported as having been actually covered, irrespective of, and generally much below, schedule standard. The results in girls' schools were particularly poor, as, indeed, was only to be expected, seeing that the subject was a new one to the teachers themselves. Not a few male teachers, also, seem to be labouring under a delusion as to the real state of their pupils' attainments, a mere rote knowledge of the text having evidently been regarded as all-sufficient. In this branch especially the wisdom of hastening slowly cannot be too fully recognised. The results in *Algebra*, though better than those in Euclid, were still only moderately fair, averaging 54·8 per cent. The alternative *Science* subjects have been systematically attempted in but few schools. The study of Shakespeare's *Merchant of Venice* has received a fair amount of attention.

Compared with their condition in previous years, the other subjects of instruction present few points of difference. I regret to find that the faulty treatment of *Reading* in the elementary stages is still a common defect, few teachers seeming to perceive how admirably the plan on which the Little Primer is constructed lends itself to the "word-building" method. In *Recitation* it would occasionally appear that the requirement "not less than fifty lines" is construed as meaning "not more than fifty lines"; and still more frequently that not nearly sufficient attention is bestowed on the manner in which the pieces are rendered, the fact that satisfactory work in this branch implies much more than the ability to repeat the words from memory being more or less overlooked.

Meanings of words and comprehension of matter of the reading lessons leave much room for improvement; too little is done by many teachers in the way of previous preparation of the text, and over-much dependence is placed on the lists of meanings and the like given in the books. In addition, not enough use is made of *Derivation* as an aid to teaching the signification and power of the words occurring in the lessons, the work presented in Derivation frequently comprising nothing more than a list of Latin or Greek roots. *Object Lessons*, the field for selection in which is peculiarly wide, are not always well chosen, and are treated with only moderate success. The mistake is often made of attempting to give the lesson without exhibiting the object, even when this is easily procurable, or, in the alternative, without at least a picture of the object. There are, however, some marked cases to the contrary, one zealous teacher, for example, having gone to the trouble of constructing a model to illustrate the process of weaving. The essentials to the successful treatment of *Geography*—viz., previous preparation of the lesson by the teacher and the judicious use of a text-book by the pupils—are too frequently not forthcoming. *Mapping* varies very much in its results, ranging from good in those schools where it is really taught to bad where simply a map is hung up before the class, and the order is given, "Draw that." In *Grammar*, as in Geography, while there can be no effective substitute for direct oral instruction by the teacher, the use of a suitable text-book by the children would tend to systematise the work, and prevent some waste of time. *History* gives improved results since "Gardiner" has been introduced. *Home Exercises* are generally suitable in length and character, and show a fair degree of care.

SCHOLARSHIPS.—At the recent general examination one scholarship and two bursaries were won by pupils of the Walkerston State school, and a scholarship by a boy at the Charters Towers Central State school, these being the only successful candidates from this district.

I have, &c.,

W. GRIPP,

District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

REPORT OF MR. DISTRICT INSPECTOR RADCLIFFE.

Graceville, February, 1900.

SIR,—I have the honour to submit my Annual Report on the schools of the Northern District for the year 1899.

The boundaries of the district were the same as in the preceding year.

The number of schools in operation during any part of the year was 84, and they may be classed as follows:—

State schools for boys only	1
„ „ girls and infants	1
Mixed State schools	23
Unclassified State schools	5
Provisional schools	52
Roman Catholic schools	2
Total	84

The schools at Mareeba and Golden Gate, formerly Provisional schools, were opened as State schools at the beginning of the year; and new Provisional schools were opened at Kynuna, Gilbert River, Aloomba, Stamford, Flying Fish Point, and the Daintree.

Inquiries were held with reference to the establishment of schools at Coolgarra, Mount Garnet, Coorboora, and Lappa Lappa, all in the Herberton district, where, owing to great mining activity and consequent increase of population, additional schools are required.

The Provisional school at Calcifer, the establishment of which was authorised at the beginning of the year, was about ready for opening in December last.

The educational requirements of this large and sparsely populated district are, generally speaking, well supplied, though there are a few isolated families beyond the reach of instruction other than what they receive from their parents, or from more or less qualified private tutors.

All the State schools in my charge were inspected during the year, but, owing to various causes, 9 Provisional schools were omitted. The schools at Ripple Creek, Macnade, Junction Creek, and Gilbert River were temporarily closed at the time of my visit to their respective districts; the half-time schools at the Daintree were opened after I had completed my work in that neighbourhood; the school at Murray Island was omitted because the "White Star," the only steamer running between Thursday and Murray Islands, was in Brisbane at the time of my visit to Thursday Island; and Camooweal, Yelvertoft, and Urandangie had to stand over in order that the school at the Coen might be visited.

The intermittent nature of the Gulf mail service throughout the year caused considerable delay and loss of time in travelling between Cooktown and the Gulf ports.

Incidental visits were paid to 3 State schools, and 1 Provisional school was inspected twice in detail. Nine inquiries were held—3 with reference to complaints against teachers, 4 with reference to the establishment of schools, and the remainder into minor matters.

Work in the field was commenced towards the end of March, and the remainder of the year was spent in inspecting, reporting, travelling, drafting a set of examination papers, presiding at the annual examination of teachers in Brisbane, and valuing papers.

The total distance travelled was 6,988 miles—2,646 by steamer, 2,059 by coach or buggy, 1,537 by rail, and 746 on horseback.

MATERIAL ORGANIZATION.

The accommodation was insufficient in the State schools at Mareeba and Irvinebank; and in the Provisional schools at Blackfellows' Creek, Mulgrave, Table Top, and Laura. The school buildings at Winton, Irvinebank Cooktown (boys), and Cairns were enlarged. Steps were taken to convert the Provisional schools at Richmond, Blackfellows' Creek, Mulgrave, and Table Top into State schools; and preliminary action was taken with reference to the enlargement of the school at Mareeba. A well-planned and comfortable teacher's residence was built at Winton; and the old and unsightly structure at Prairie was superseded by a new school building. The conversion of the Provisional schools at Blackfellows' Creek and Mulgrave into State schools has hung fire for the last two years, lack of funds being the cause with respect to the former, and want of unanimity as to the site with regard to the latter. It is to be hoped that in both cases the difficulties will be overcome shortly, as both teachers and children are at present working under very great disadvantages on account of the crowded state of the school buildings.

It was very satisfactory to find that several of the Provisional schools had been ceiled since last inspection. I hope that unceiled school buildings will soon be a thing of the past in North Queensland. With a temperature rising at certain times of the year to well over 100 degrees in the shade, it is idle to expect either teachers or children to work with energy under a roof on which a steak might be grilled.

In the coastal districts where the rainfall is abundant, the school grounds are in most cases well stocked with shade trees. Mangoes, jacarandas, poincianas, tamarinds, cocoanut palms, and other tropical plants thrive luxuriantly, beautifying the school grounds and affording grateful shade. In the interior, however, tree-planting is attended with apparently insuperable difficulties. Many of the teachers have made repeated efforts to stock their playgrounds, but owing to the white ants which attack the trees as soon as they are planted, and to the long-continued droughts which prevail, scarcely a shade-tree is to be seen in any school ground in the interior.

Provisional schools are, as a rule, provided with only one blackboard. With 4 or 5 drafts to manage, the teacher needs all the help that can be got from a full supply of material requirements. The addition of a second blackboard to the school furniture would, in many cases, simplify the planning of a time-table by enabling the teacher, for instance, to set one draft copy-writing from the board while he is giving a lesson in arithmetic, grammar, or some other subject to another draft. With only one board, and that very often a small one, he is much hampered in his work, and many lessons which require blackboard illustration do not get it.

INTERNAL ORGANIZATION.

STAFFS.—The number of teachers employed in State schools was 78, being in the proportion of 1 to every 32·8 pupils in average daily attendance during the month preceding inspection; and in the Provisional schools inspected, 45, or 1 to every 20·5 pupils.

Of the head teachers and assistants employed in State schools, 12 are in Class II., 42 in Class III., and 1, in charge of a reduced State school, is unclassified. During the year there was a change of head teacher at 6 State and 16 Provisional schools.

I much regret to have to record the death of 2 teachers in this district during the year—Mr. Ginn, of the Junction Creek School, and Miss Cronin, who had charge of the half-time schools at the Daintree.

The work of such Provisional school teachers as have spent the short probationary period in State schools, which is now required, is marked, as would be expected, by stronger discipline and better methods. Provisional school teachers, generally, would derive great benefit from the systematic study of a work on school management.

Attendance.—The number of children enrolled at the time of inspection was 4,617, and the number examined was 3,857, equal to 83·5 per cent. of the enrolment. Including 269 children examined in the Roman Catholic schools at Cairns and Cooktown, the total number examined was 4,126.

The average daily attendance for the month preceding inspection was 75·4 per cent. of the number enrolled; and during the quarter preceding inspection, the number of children who attended not less than four-fifths of their time was 60 per cent. of the number enrolled.

In 1898, quantity and quality of attendance, expressed in percentage form, amounted to 79·4 and 62·2 respectively. The decrease is attributable to the numerous epidemics which were prevalent during the greater part of the year.

In 1898 the average daily attendance for the whole colony was 65·7 per cent. of the net enrolment, while in the Northern District it was 79·4 per cent., a difference of about 13 per cent. in favour of the North, attributable mainly to the fact that the chief industries carried on there—mining, sugar-growing, and pastoral pursuits—make no call on the labour of school children.

The State schools in which the attendance was most regular were Watsonville, with 87 per cent.; Cumberland, 79·1; Golden Gate, 76·5; Georgetown, 75·6; Thornborough, 75; Maytown, 74·5; Port Douglas, 73·4; and Croydon, 73·2. Among Provisional schools, the attendance was most regular at Flying Fish Point and Kynuna, with 100 per cent.; Mareeba Gold Field, 96·3; Ayton, 95; Prairie, 86·9; Evelyn Scrub, 85; Lucinda Point, 82·6; and Laura, 80·6.

Returns furnished by 23 teachers show that there were 88 children living within reach of school who are not educated up to the standard of education, and are not attending a school. The number so reported in 1898 was 92.

In each of the following Provisional schools, the average attendance was over 30:—Richmond, Pentland, Coen, Blackfellows' Creek, Table Top, Mackinlay, and Croydon King.

Classification.—Of the children unrolled at the time of inspection 37·5 per cent. were in the first class, 26·1 per cent. in the second, 16 per cent. in the third, 12·9 per cent. in the fourth, 5·9 per cent. in the fifth, and 1·5 per cent. in the sixth. Compared with the corresponding figures for 1898, there is a slight decrease in the number of children enrolled in the first class, and a corresponding increase in the number enrolled in the higher classes.

The classification is generally in accordance with the attainments of the pupils and with schedule requirements, the chief defect being that in a few Provisional schools it is too minute; but this evil is gradually disappearing as teachers find that they cannot profitably work with more than about 4 drafts.

Government.—The government in the majority of the schools is satisfactory, securing good working conditions and an honest, cheerful tone. In 1 Provisional school, the harsh and unsympathetic character of the discipline produced fear and want of confidence on the part of the children; in another, the school atmosphere was cheerless, owing to lack of sympathy on the teacher's part; and in a third, the discipline was utterly wanting in the firmness necessary to secure self-reliant, quiet, and orderly work.

With very few exceptions, however, the teachers in both State and Provisional schools are training their pupils to habits of order, industry, and right conduct.

The Good Manners Chart which was supplied to the schools at the beginning of the year has received due attention from the majority of the teachers, and an appreciable improvement was noticed in the conduct and manners of the pupils in many of the schools, as a result of special teaching in this important branch. It was necessary to point out to a few teachers that though the children could repeat the rules of good manners by rote, they were not putting them into practice. The home surroundings of some of the pupils is such that the teaching of the ordinary social amenities of everyday life devolves mainly, if not entirely, upon the teacher.

Instruction.—The average proficiency of the pupils examined over the entire range of the course of instruction was 63 per cent. in State schools and 60·2 in Provisional schools.

Reading is generally fluent, but except in a few of the best schools, it is wanting in expression. Where pattern reading and explanation of the subject matter receive due attention, it is a pleasure to hear the reading; when they are neglected, the reading is monotonous and unintelligent. I have frequently noticed a very marked contrast between the reading of the teachers when testing them in this subject, and that of their pupils during examination. A teacher who can read well—and there are very few who cannot—should see to it that his pupils learn by imitation how to read with intelligence and expression. In the higher classes, one looks for something more from the pupils than the mere ability to speak distinctly and to pronounce correctly the words on a printed page.

Writing is generally well taught, but the embarrassment of riches in the matter of copy-books of widely different styles, is a serious drawback to the acquirement of a uniformly good hand throughout our schools.

There was, on the whole, an improvement in arithmetic, due mainly to the fact that more attention has been paid to mental work. To secure good results in arithmetic it is absolutely necessary that the tables should be thoroughly mastered, that the lower classes should get a thorough grounding in the simple rules, and that there should be plenty of practice in mental arithmetic. Where these points are attended to, satisfactory results in the higher classes are assured, but where children in the fourth and fifth classes have to appeal to their table books, are not sure of a long division sum, and have to use their fingers when performing easy mental calculations it is not surprising that there is a bad breakdown on examination day.

The average results in Euclid and Algebra, in the 19 schools in which these subjects were examined, were a little over moderate. Both subjects, especially in the earlier stages, require much oral teaching. The main difficulty with teachers in the smaller schools is to find the necessary time without neglecting the lower classes. Whatever amount of work in mathematics is attempted, however, thoroughness should be the first consideration.

The study of a prescribed English classic—"The Merchant of Venice"—by the pupils of the sixth class is improving the reading and recitation of the elder pupils, to many of whom it was a revelation to find that Shakespeare wrote such delightful stories.

Proofs of the practical utility of the lessons on First Aid in Accidents are occasionally brought under my notice when examining this branch of object lessons, especially with reference to the treatment of snakebite. In a few schools the teachers have provided themselves with bandages, pads, and splints, in order to illustrate the prescribed treatment. The pupils of such schools are receiving most valuable training in a branch of instruction, which is specially important in the sparsely settled districts, where medical aid is not quickly obtainable.

Drill is well taught in most of the State schools. In those the teachers of which have had the advantage of military training in the Teachers' or other corps, the work done is very satisfactory. In addition to the ordinary drill, the boys at the Cloncurry and Cardwell schools receive systematic instruction in gymnastics.

In Provisional schools little is attempted in this subject beyond ordinary class movements; these are best performed where marching songs are taught. I should like to see the practice of singing when marching in and out, and at the change of lessons, general throughout the schools. A good marching tune not only assists the children to keep step, but it adds a brightness to the general tone of the school.

Since the introduction of a text-book on history, this subject has given better results in the higher classes. The weak point generally is inability to give the dates of the more important events.

Speaking generally, the majority of the teachers in this district are imparting to the children under their care sound and steady instruction in the subjects specified in Schedules V. and VI.

RECORDS.—The keeping of the records in State schools leaves little to be desired, but a few Provisional school teachers appear to find insuperable difficulties in keeping their books properly posted. The information given in the Work Book is frequently found more or less incomplete and indefinite. Such entries as "Australia," "Fractions," "Analysis," and the like as a programme for a month's instruction, form no solid foundation on which to work, nor any guide to the examiner as to what has been taught. No teacher attempts to teach the geography of Australia in a month; he subdivides the subject mentally, but the subdivision should be shown in the Work Book. A clear and definite statement of what is proposed to be taught is of great assistance in giving point and definiteness to the teaching.

SPECIAL OBSERVATIONS.—At the recent examination held in December last, one pupil in the Northern district, a boy from the Cairns State school, was successful in gaining a grammar school scholarship.

Among State schools, the following deserve special mention for efficient discipline, sound progress, and satisfactory general condition:—Cairns, Hughenden, Croydon, Watsonville, Mossman River, Maytown, Cloncurry, Georgetown, and Herberton. The best-conducted Provisional schools were those at Welcome Pocket, Northcote, Kynuna, Pentland, Girofla, Mulgrave, Rossville, Ayton, Deep Lead, Carrington, and Laura.

I have, &c.,

O. RADCLIFFE,

District Inspector.

The Under Secretary, Department of Public Instruction, Brisbane.

APPENDIX C.

REPORTS FROM TRUSTEES OF GRAMMAR SCHOOLS.

BRISBANE BOYS' GRAMMAR SCHOOL.

28th May, 1900.

SIR,—In compliance with your request, I have the honour, on behalf of the Trustees of the Brisbane Grammar School, to submit herewith a report with respect to the affairs of the school for the year ending 31st December, 1899. In the report for 1898, presented to the Department by the Trustees of the Brisbane Grammar School, details were given as to the constitution and general regulations of the school. In 1899 no change was made in the governing body, the curriculum, scholarships, staff, holidays, land endowment, or endowment prizes. It is, therefore, unnecessary to repeat the information already supplied upon these points.

LOAN.—The repayment of instalments of redemption money upon the 1886 loan of £8,000 was suspended during the year 1899. Consequently the school obtained from its statutory endowment of £1,000 the net sum of £629 6s. 8d., in place of £303 12s. 6d. in the previous year. Repayment of the principal is to begin again from June, 1900, but from that date the school will receive the benefit of the Local Works Loan Act of last year, and it is hoped that the burden will not be more than its revenues can bear.

INCOME.—The total income for the year was £4,355 18s. 4d., and the expenditure £3,987 2s. 11d. Therefore, mainly owing to the suspension of repayment of redemption money above referred to, and a refund of redemption money paid in the previous year to the amount of £161 12s. 6d., the school reduced its overdraft from £861 17s. 9d. to £493 2s. 4d.

From the Head Master's Annual Report for 1899 the following remarks (in which for the most part the Trustees concur) are taken, which deal with the main points affecting the school's history and progress during the year:—

"ATTENDANCE.—The numbers on the roll have been, for the first quarter, 209; second quarter, 215; third quarter, 209; fourth quarter, 199; the average of which is 208, as against 214 for 1898. As the decrease in the number of State school scholars was 22 (104 attending in 1898, as against 82 in 1899), we have received more support than usual from the public of Brisbane. The average daily attendance has been 94·2 per cent." Upon this Mr. Roe remarks:—"In view of the great expansion of Brisbane in the last fifteen years it might reasonably be expected that the growth of the school would be greater than it has been, and it must be confessed the appreciation of the value of higer education for its own sake has not advanced commensurably with our population and commerical prosperty."

"AGE OF ENTRANCE.—Many years ago boys came to us too young, and we raised the minimum age from 8 to 11. Now the tendency is at the opposite extreme, and boys are kept away from us until too late. Those entering for State school scholarships naturally wait until their last chance is past, and thus came here about the age of 14; these are picked boys, and can travel through the lower forms faster than the rest. The average boy, who does not enter for a scholarship, should join us about 12 that he may pass through all the forms without haste, and that his school life may be long enough to influence both mind and character permanently. A short stay of one or two years, beginning from the age of 14 or 15, is not fair either to the boys themselves or to the school.

"GROWTH OF THE LOWER MODERN SCHOOL AND CIVIL SERVICE CLASS.—The class in the Lower Modern School has so increased in numbers that it has been thought desirable to secure the services of an additional master, to allow of greater subdivision in order to cope with individul wants; and to meet the wishes of those who desire to confine their attention from the first to the subjects of the Civil Service Examination it is proposed to alter the regulation compelling all members of the Modern school to learn a modern language, and to allow the substitution of a branch of science. It is hoped by this means to attract Civil Service pupils who are now frightened away by the prospect of having to spend what they consider an undue proportion of their time upon a foreign language. The increased numbers of our Civil Service class this year have already enabled me to make its teaching more systematic and thorough, and it is intended to devote still further attention to this branch of the school in future."

SCHOOL SOCIAL LIFE.—The report shows that the school social life has been full and varied, including swimming races, athletic sports, football and cricket matches against Ipswich and Maryborough Grammar Schools, a rowing match with Maryborough, attendance of cadets at Lytton encampment, the annual entertainment, and the maintenance of the school magazine. The Old Boys' Association reached a membership of 326.

SYDNEY PUBLIC EXAMINATIONS.—Mr. Roe proceeds:—"For the Senior eight candidates entered, of whom seven passed in an average of 8·4 subjects each, of which 2 were A's, 3 B's, and 3·4 were C's. W. D. Salkeld obtained the silver medals for European History and German, and was *prox. acc.* for the medals in Ancient History and Latin. Miss Stewart obtained the medal for English, and E. J. Redmond was *prox. acc.* for European History. Salkeld also won the third Queensland University Exhibition, and an entrance scholarship for classics at Ormond College, Melbourne. He was at this school only for his last year, and owed his previous education to the Ipswich Grammar School, who thus deservedly share in any distinction which his honours have won. For the Junior we sent up 47 boys (about 50 per cent. of the boys entering the school last year), the largest number we have ever entered, and the number of passes was 30—a figure never exceeded by us before, and only once reached, in 1893. They passed in an average of 5·7 subjects each out of seven, of which ·6 were A's, 2 were B's, and 3·1 were C's. A. H. Smith and Weedon were *prox. acc.* for the Physiology Medal. The number of failures was larger than we expected, but I am certain it was not due to neglect on the part of the masters, who have never worked harder in the preparation of their pupils. I maintain that my policy of urging as many as possible to enter is the right one, from an educational point of view. These Junior Examinations are intended mainly as a stimulus to boys' work, and not to furnish the basis of contentious comparison in schoolmasters' reports. The increasing difficulty of this examination is shown by the fact that there were under 1,100 candidates, both last year and this year, as contrasted with 2,132 in 1892. The good prospect of the immediate establishment of a Queensland university raised the hope that we should soon have a junior local examination more suited to the needs of young boys; no other form of relief seems likely to appear."

"CIVIL SERVICE EXAMINATIONS.—For the Civil Service Examination in June we entered 5 boys, of whom 3 were successful, and 1 more qualified for the Post and Telegraph Department. The alteration in the conditions of this examination, by which candidates are henceforth to be given credit for two optional subjects, is to be welcomed, as affording to those possessed of a good general education more opportunity of benefiting by their knowledge. Much the same class of candidates will be successful as hitherto, but they will be better educated. If the date of the examinations were in future fixed immediately after the schools break up, in December or June, such an arrangement would be far more convenient than the present, both for the pupils and masters."

INSPECTION OF GRAMMAR SCHOOLS.—With reference to the suggested inspection of grammar schools, the following extracts from Mr. Roe's report are worthy of consideration:—"A resolution has been brought forward in the Legislative Assembly affirming the desirability of the inspection of grammar schools. I used to be an opponent of such a proposal, from the fear that the individuality of the different schools would be thereby lessened, and that all would be reduced to one uniform level. However, the progress of time has persuaded me that, in spite of this danger, inspection is desirable. Of course, the first essential is that the inspector must be acquainted with the methods and difficulties of secondary education and in sympathy with its aims. Such a man's visits would be a useful stimulus in securing efficiency in the details of our school work; but the most important results of such inspection would, in my opinion, proceed from its effect outside the school. An independent inspector could state, without fear of incurring the charge of self-glorification or manipulation of figures, what the merits of a school were; and, therefore, his reports would carry more weight than the annual statement of a head-master publishing the results of his own work."

"I am sure that the general result of such inspection would be a report that Queensland has been particularly fortunate in its grammar schools: that the general education given in them, both in respect to learning and morale, will compare favourably with that of any other schools of the same class in any of the colonies, and that in no form of competition in which Queensland has been engaged with the other colonies has she held her own with such consistency, and gained the respect of her opponents so permanently, as in the competitive examinations where her grammar schools have represented her."

While the Trustees are disposed to concur as to the abstract desirability of State inspection, they fear that the practical difficulties in the way cannot be overcome without the assistance of a Queensland university.

I have, &c.,

S. W. GRIFFITH, Chairman.

To the Secretary for Public Instruction, Brisbane.

BRISBANE GIRLS' GRAMMAR SCHOOL.

28th May, 1900.

SIR,—In compliance with your request, I have the honour, on behalf of the Trustees of the Brisbane Girls' Grammar School, to submit the following Report with respect to the affairs of the school for the year ending 31st December, 1899.

In the Report presented to the Department of Public Instruction for the year 1898, particulars were given as to the constitution, endowment, and scholarships of the school. No change was made during 1899 in the governing body, the curriculum, scholarships, endowment, or endowment prizes.

STAFF.—The Trustees found it necessary to make a change in the management of the school. Miss Milisent Wilkinson, lately head mistress of the Maryborough Girls' Grammar School, was appointed to the position of Head Mistress, which she assumed at the beginning of the present year.

ATTENDANCE.—The average attendance for the year was 114.

QUEEN'S SCHOLARSHIP.—No candidate having fulfilled the conditions prescribed for the scholarship, it was not awarded. The Trustees have since determined to modify the conditions.

PUBLIC EXAMINATIONS.—For the Sydney Junior, 18 girls were entered—13 passed, 5 failed; 8 first classes, 20 second classes, and 42 third classes were obtained. For the Sydney Senior, the 3 girls who entered were successful. Clio Jensen was awarded the third Queensland Exhibition.

GENERAL.—Having regard to the change in the office of Head Mistress already referred to, the Trustees do not think that any useful purpose would be served by a detailed report as to the staff or the general work of the school during the year.

I have, &c.,

S. W. GRIFFITH, Chairman.

To the Secretary for Public Instruction, Brisbane.

[The Trustees' Report of the Ipswich Grammar School for Boys and for Girls had not reached the Education Office at the time of going to press.]

MARYBOROUGH GRAMMAR SCHOOLS.

Maryborough, 25th May, 1900.

SIR,—In compliance with your request, I have the honour, by direction, to forward, under separate cover, the reports on the Grammar schools at Maryborough, to be incorporated as an appendix to your Annual Report.

The Maryborough Grammar Schools for boys and girls, a detailed description of the foundation and progress of which was given in our last Report, have continued their work during the past twelve months in a satisfactory manner. The total number enrolled for the year ended 31st December, 1899, was: Boys, 60; and girls, 54. The number of State scholars in attendance was as follows:—Boys, 10; and girls, 5. The number of Trustees Scholarships—Boys, 5; girls, 5. Number of paying pupils: Boys, 30; girls, 45. Number of boarders: Boys, 22; girls, 18.

Aggregate averages since the schools opened, nineteen years ago: Boys, 49·7; girls, 46·0.

In 1890, the Board obtained a loan of £3,500 under the Public Works Loans Act, for the enlargement of the Boys' Grammar School building, repayable by half-yearly instalments of principal with interest during the term of twenty-one years. These instalments have been regulary paid, and there now remains a balance due of £2,267 9s. 4d.

At the triennial meeting of donors the following gentlemen were re-elected as Trustees of the Grammar Schools for the ensuing term of three years:—Visitor—His Excellency the Governor. Trustees—G. H. P. Burn, Esq., Chairman; H. J. Gray, Esq.; E. A. Hyde, Esq., Hon. Treasurer; W. F. Harrington, Esq.; R. Jones, Esq.; T. Morton, Esq., Vice-Chairman; J. M. Stafford, Esq.

The regulations for the management of the schools have been revised and reissued, as well as the regulations relating to scholarships and bursaries available annually for competition. In these liberal provisions have been made, giving 6 Entrance Scholarships, entitling the holder to free education for one year for those under 15 years of age; 2 Melville Bursaries, giving free education for two years for Form V.; and 4 Melville Bursaries, affording free education for one year in Forms IV. and III. Two Trustees Extension Scholarships, giving free education for two years and a-half to the best pass (boy and girl) at the Sydney Junior Examination, and the 2 Queen Victoria Diamond Jubilee Scholarships of three years' duration, awarded triennially on the same basis s the State scholarship examination to those under 14 years of age. These scholarships and bursaries are ually distributed between the two schools.

In the girls' school 8 passed the Sydney Junior Examination and 4 the Sydney Senior Examination, e honours including the coveted "Fairfax" prize; also, 2 girls secured Exhibitions at Trinity College, elbourne, Of the boys' school, 7 were successful in the Junior and 1 in the Senior Sydney Examinations; there were 2 boys who passed the Civil Service Examination; also 1 Exhibitioner at Trinity College, Melbourne.

We would draw attention to the fact that in the discussion last year about grammar schools in Brisbane and elsewhere, there seems to have been some misunderstanding of the legal provisions already made to include all who subscribe £5 and upwards at any time towards grammar schools as donors and governors thereof, entitled to vote for the election of Trustees, so that there need be no danger of the right of appointment lapsing; and if it did, the provision made for the municipal council to have the right of nomination need not be dreaded.

Another matter in connection with grammar schools, which has been considerably debated, is the desirableness of subjecting the schools to independent inspection. This was a matter which pressed itself upon the attention of the Trustees of the Maryborough Grammar Schools shortly after these schools were opened, and one of our Head Masters, Mr. G. F. Vaughan, M.A., took a great deal of pains in trying to induce the heads of the other grammar schools of the colony to join with him in securing some periodical inspection of the schools. At that time the proposal was not well received by the heads of the other grammar schools, and the Department of Public Instruction regarded the proposal as impracticable. It is to be hoped that a way will soon be found for assuring all concerned that the methods of our grammar schools are calculated to give the maximum of good results; meanwhile the only tests are those of the Sydney University locals, which, though very good, are only partially satisfactory, because the condition of the majority of the pupils is not indicated by them.

The boarding arrangements on the girls' side are controlled by the Trustees under the management of a matron, the whole being, of course, under the supervision of the Head Mistress.

On the boys' side the boarding arrangements are under the control of the Head Master, Mr. Thomson, and Mrs. Thomson.

The respective incomes and expenditure of the two schools for the past year 1899 were as follow:—

	Receipts. £ *s.* *d.*	Expenditure. £ *s.* *d.*
Boys' School	1,786 14 10	2,004 18 8
Girls' School	1,972 13 11	2,128 9 2
	*904 10 0	
	£2,877 3 11	

It should be noted that the services of the staff of the Boys' Grammar School are considerably availed of in imparting instruction to the pupils of the Girls' Grammar School in the higher branches of mathematics and classics.

The Trustees, governing both schools, hold meetings at the boys' school every month.

Both schools are strongly staffed, and equipped with the most modern furniture and apparatus required by first-class grammar schools.

The pleasing surroundings of these schools cannot but be the admiration of all who visit them, while the liberal provision made in the boarding establishments of both institutions for the health and comfort of the pupils must commend them to all parents desirous of securing for their children an up-to-date higher school combined with perfect hygienic conditions.

Several changes have taken place in the staff of teachers, more particularly in the girls' school. Just at the close of the year Miss Wilkinson, the Head Mistress, having previously tendered her resignation, took charge of the Girls' Grammar School in the metropolis as Head Mistress. She has been succeeded by the First Assistant Mistress, Miss C. E. Bourne, which is viewed as an excellent appointment. Mrs. Dakin, who had been in the service for nine years and two months, also joined the staff of teachers at the Brisbane school, her successor being Miss E. M. Morgan, LL.A., St. Andrew's University, Scotland. The staff is now fully equipped, comprising the following:—

Head Mistress.—Miss C. E. Bourne, Honours—Higher Local Examination, Cambridge University, formerly of Eisenach and Dresden Public Schools.

Assistant Mistresses.—Miss E. I. Craig, B.A., Melbourne University; Miss E. M. Morgan, LL.A.—Honours, St. Andrew's University, Scotland; Certificate in Honours, Higher Local Examination, Cambridge University; Miss M. Hamilton, Sydney University Examinations.

Music Special.—Miss J. N. Sutton, Honours—Royal Academy of Music, London; Certificate in Honours, Higher Local Examination, Cambridge University.

Visiting Masters.—*Music*, Herr R. Geyger; *Painting*, E. Moller.

Calisthenics.—Colour-Sergeant Goode, Q.D.F.

Secretary.—James Marsden.

The only change in the staff of the boys' school was caused by the resignation of Mr. J. A. Dakin B.A. (Lond.), with a view of joining the staff of the Brisbane Grammar School. His successor is Mr. T. M. Lafferty, B.A., Sydney University. The complete staff of this school is as under:—

Head Master.—James Thomson, M.A., Aberdeen University.

Assistant Masters.—J. T. N. Wallace, B.A., London University, 1st B. Sc., 1st Class Certificated Trained Teacher in Science (Chemistry and Physics), Science and Art Department, South Kensington; T. J. Ryan, B.A., L.L.B., Melbourne University; T. M. Lafferty, B.A., Sydney University.

Drill and Gymnastic Instructor.—Colour-Sergeant Goode, Q.D.F.

Music Master.—Herr R. Geyger.

I am, &c.,
JAS. MARSDEN, Secretary.

The Under Secretary, Department of Public Instruction, Brisbane.

ROCKHAMPTON BOYS' GRAMMAR SCHOOL.

Rockhampton, 1st February, 1900.

Sir,—In handing you their Report for the year 1899, the trustees of the Rockhampton Grammar School would draw your attention to a substantial increase in the number of pupils. The attendance averaged 56, and it is to be hoped that number will not only be maintained for the future, but be materially exceeded. During the year the results of the teaching, generally speaking, were satisfactory. At the Sydney University Junior Examination this year 8 candidates passed out of 9 sent up, and at the senior examination the only candidate passed very creditably. Much has been said for and against the system of examination now in vogue. In this school, however, and doubtless in other like establishments, the whole teaching leads up, as it were, to these examinations, the curriculum being practically fixed by the Sydney University, and if it is assumed that

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*Boarding Fees received,

Only the brighter pupils succeed in passing, all others, except the very youngest, profit more or less by the secondary instruction. Since the opening of the school in 1881, some 300 pupils have passed through, most of whom have secured good positions in commercial and other firms, or are members of the various professions in this town and district. Upon a computation recently made, it was found that if the whole revenue of the establishment had been expended upon these 300 pupils—i.e., excluding the expenditure upon the boys now attending the school—the cost per head for a pupil's complete instruction would in round numbers amount to the sum of £90. Moreover, taking the average of the eighteen years elapsed since the opening, it was found that within a few pounds the Government contributions equalled the sum of £2 for £1 subscribed by parents and others, as well in the annual revenue as in the building grant made at the foundation. State scholarships, of course, in this calculation are treated as ordinary fees, seeing that the prizes really belong to the boys who win them, and can scarcely be regarded as Government contributions to the school funds.

When the school was originally projected, much discussion arose with reference to the site. One party contended for a town site, notwithstanding unlevelled land foundations and possible insalubrity. The other held out for a site on the range in spite of some inconveniences as to level and accessibility. Ultimately the latter party gained the day, and public opinion has generally approved the choice, for, since its erection, sickness in the school has been practically unknown. However, in view of the necessity of providing playground accommodation for the boys, the hill site was recognised to be a difficulty, the removal whereof would entail some expense. Nothing satisfactory being available among the flat country surrounding the town, it was ultimately resolved that a considerable portion of the crown of the hill, whereon the school stands, must be cut away, and the material used for the purpose of filling up inequalities. As the crown of the hill consisted of rock, and the area necessary was something over two acres, this was a costly business. Nevertheless, up to the present, the expenditure, heavy as it is, has been met by revenue. As various alterations and repairs, however, are absolutely necessary to the school buildings, the trustees may probably be compelled to ask the Department for the loan of a small sum at no distant period.

Socially, the school has for some time past made its influence felt in our midst. Evidence of this was apparent in a recent entertainment given by the old boys to the head master. Moreover, a school newspaper has been successfully started, and it is hoped that an *esprit de corps* will be developed calculated to promote the welfare of the institution.

On the education question generally, the trustees would recall to your recollection that some years back, when they were interviewed by one of the chief officials of your Department, they suggested that grammar schools should be subjected to Government inspection. Consequently, to that extent, their views coincide with those expressed by some of the speakers in the recent debates in Parliament. But on the question of the subjection of the whole system of secondary education to Government control, they are doubtful if this is desirable; but when the time arrives to do so, they will be prepared to express a definite opinion. For the time being they would merely call attention to the following facts: The schools of this town and of Townsville are differently situated from those in the south of the colony. At Brisbane, Ipswich, and Toowoomba, parents have considerable choice of other schools. In these towns there is none. All individuality of action in the direction of education has been superseded by the State school system, and for the most part, parents must send their children to the State school, or grammar school, or none. Occasionally, of course, parents may be in a position to send their children South to be educated, but in the mass the argument applies, and upon the grammar schools of these two towns the future secondary education of the North and Centre must mainly depend. Under such circumstances it would appear that these schools should receive the sympathy and liberal support of the Government.

Upon the question whether the utility of the grammar schools is commensurate with the expenditure incurred, it has been noted that 300 pupils have passed through the institution at a cost of £90 per head, whereof £60 has been contributed by the State and £30 by the parents, and an expression of opinion whether this sum is excessive or otherwise would be timely. With reference to the limited extent of the higher results as shown by the examination returns, experience would seem to point to the necessities, the opinions, or the indifference of parents as being in some degree responsible therefor, no less than the system. In our school many pupils enter too late in life; others, again, are removed just when it might be expected that the higher results would be obtained from the instruction. Some parents have need of the labour of their children; others think it well to put their boys into business at an early age; not a few are tempted by apparently liberal offers of remuneration; others, again, attach but little value to the higher education at all. Probably it will be agreed that not the least important essential in the education of a boy is the full recognition on the part of the parent of the necessity of providing him with the best education fairly obtainable at some personal cost or sacrifice. And perhaps this principle needs sound inculcation among many parents scarcely less than lessons need to be ground into their children. Impressed with these views, the trustees for a number of years past have made liberal offers with a view of securing pupils. Discounts to fathers of large families, whether some of the children attend the boys' or some the girls' school, vary from 12½ to 25 per cent., but this is common to most of the schools. With a view, however, of securing the continued attendance of those scholars whose capacities and abilities give favourable promise of successful moulding, offers have been made of free education for two years to every pupil passing the Junior University Examination. We do not think that any allied institution offers similar facilities. Yet, notwithstanding that many of our boys have successfully passed the Junior Examination, the number of acceptances of further two years' free education has not been availed of to such an extent as the trustees would desire.

I have, &c.,

W. HENCHMAN, Chairman.

The Under Secretary, Department of Public Instruction, Brisbane.

ROCKHAMPTON GIRLS' GRAMMAR SCHOOL.

Report, year ending 31st December, 1899, &c.

TRUSTEES.—*Chairman*, S. Williams, Esq.; *Treasurer*, H. Wood, Esq; the Hon. John Murray, Esq.; M.L.A.; E. K. Ogg, Esq.; J. C. Tyler, Esq.; F. H. B. Turner, Esq.; F. H. V. Voss, Esq., F.R.C.S. (Eng.) *Secretary*, G. G. W. Shaw.

ATTENDANCE.—During the year ending 31st December, 1899, the attendance was—

First Quarter, 89; Kindergarten, 27; total, 116.
Second Quarter, 98; Kindergarten, 30; total, 128.
Third Quarter, 93; Kindergarten, 27; total, 120.
Fourth Quarter, 94; Kindergarten, 29; total, 123.

An epidemic of whooping-cough lowered the attendance during the last two quarters.

The number of boarders was larger than ever before, and for the latter part of the year the boarding accommodation was quite full.

The above attendance includes 4 State scholars (one of whom has a bursary) and 7 trustees' scholars.

On 30th April, 1900, there were 110 pupils in the classes of the school, and 30 in the Kindergarten; total, 140.

Staff.—The staff, constituted as follows, has remained unchanged, but for the engagement of Miss Clipsham, B.A. (Sydney). *Head Mistress, Miss Downs;* Cambridge Teachers' Training Syndicate's Certificate for the Theory, History, and Practice of Teaching; First Class Honours Cambridge Higher Local Women's Certificate; (Groups R.A.B. and E.) South Kensington (Science and Art Department); First Class Certificates for Botany, Geology. Physiography, Physiology, Mathematics, and Drawing. Senior Mistress, King Edward's school, Birmingham, 1884-91. *Assistant Mistresses.—Miss Minnie Roseby,* B.A. Sydney), Honours in English, Philosophy, and History in Final; Honours in French and Latin in first year. *Miss Ashworth,* Senior Sydney Certificate; Associated Board (Royal Academy and Royal College of Music), Senior Certificate. *Miss England,* Senior Sydney Certificate; Fairfax Prize, 1894; Honours in German Section of the St. Andrew's LL.A. Examination. *Miss Amy Roseby,* B.A. (Sydney), Honours in Philosophy; University's English Essay Prize. *Miss Clipsham,* B.A. (Sydney); *Miss Bartlett* (Kindergarten Mistress), Froebel Certificate, trained and experienced five years in Plymouth and London. *Miss Higson* (Kindergarten Assistant), Senior Sydney Certificate; Pass in Botany Section, St Andrew's LL.A, Examination.

Music.—Herr L. D. Hage (Sydney College of Music, and late of Vienna Conservatoire), has continued to teach music to advanced pupils, and *Miss Ballard* was engaged at midwinter to teach music to beginners and the less advanced pupils.

Classes.—As the school's year ends at midwinter, and the chief examinations come at that time, particulars are given of the classes as they then stood:—

Form V., 2; average age, 17 (ex-juniors, 1898).
Form IV., 10; average age, 16·3 (juniors, 1899).
Form remove, 1; average age, 20.
Form IIIA., 19; average age, 15·05.
Form IIIB., 21; average age, 13·19 (in this form Latin and Mathematics are begun).
Form II., 19; average age, 11·3.
Form I., 15; average age, 9·6 (in this form French is begun).
Transition form, 11; average age, 8.

In the upper part of the school, the wide differences at entry, in ages, attainment, and likely length of stay complicate very much the matter of classification.

Distribution of Work.—*Forms V. and IV.* were mainly taught by the head mistress and Miss Minnie Roseby, B·A. The latter also taught mathematics to Form IIIA. *Form IIIA.:* Form mistress, Miss Amy Roseby, B.A., who also taught history throughout the school. *Form IIIB.:* Form mistress, Miss Ashworth, who also taught drawing, painting, class-singing and theory of music throughout the school. *Forms II. and I.:* Form mistress, Miss England, who also taught geography as far up the school as Form IIIA. *Transition Form* was under the care of the Kindergarten mistress and her assistant.

Examinations.—The whole of the Fourth Form entered for the Sydney Junior, and the results were as follows:—

C.—(Ex-State scholar of 1896) Geography, B; English, C; Arithmetic, A; Algebra, C.
D.—History, A; English, A; French, A; Latin, B; Arithmetic, A; Geometry, B; Botany, A (won botany medal but was disqualified as being over age).
H.—History, B; Geography, B; English, B; French, G; Arithmetic, C; Botany, B; Drawing, A.
J.—(State scholar of 1897) English, C; Arithmetic, A; Algebra, C; Drawing, B.
E. N.—(State scholar of 1897) Geography, B; English, C; Arithmetic, C; Botany, C; Drawing, A.
M. N.—History, C; Geography, B; Arithmetic, C; Botany, C; Drawing, C.
S.—(Ex-State scholar of 1896) Geography, B; English, B; French, C; Arithmetic, B; Algebra, C; Botany, C; Drawing, B.
T.—English, B; History, B; French, B; Latin A; Arithmetic, A; Algebra, B; Geometry, B. (Matriculation pass).
W.—English, B; French, B; Latin, A; Arithmetic, C; Algebra, C; Geometry, C; Drawing, A (Matriculation pass).
The tenth pupil (who had been absent some time through measles) failed.

Music.—The following were the results of the examination of the Associated Board (Royal Academy and Royal College of Music):—

Practical pianoforte (schools), higher	Five pupils
„ „ „ lower	One pupil
„ „ „ elementary	Two pupils
Harmony and grammar of music (schools), lower	Six pupils
(Three gaining the percentage required for honours.)	
Elementary theory	Two pupils

The examiner also reported favourably upon the class singing.

There were no pupils for the Sydney Senior Examination this year. In consideration of the trying climate of the tropics for girls, the head mistress does not consider it wise to send in pupils for the Junior much below the maximum age (*i.e.*, 16 years completed), or for the Senior (unless they are unusually quick and able) in less than two years after they have passed the Junior.

Building.—During the year 1899 a small detached cottage (wooden) was erected by the trustees, at a cost of £376 3s. 6d., in the grounds, for the isolating of suspected or occurring cases of infectious or contagious complaints in the boarding-house. The school and boarding accommodation being taxed to the uttermost in 1899, the trustees decided to build additional rooms. Two new dormitories and 2 new class-rooms, 3 new bath-rooms, 3 music-practice rooms, and considerable extensions to the large assembly hall, cloak-room, 3 of the class-rooms, and the dining-room, were begun in October and finished in four months, at a cost of £1,968 17s. 9d.

Finance.—The receipts from tuition fees for the ordinary school course (not including those for instrumental music, or receipts for stationery, books, and board, which were paid over without deduction to those immediately responsible) were £1,163 19s. From the Government were received the endowment (£1,000) and the sum of £96 14s. for State scholars and bursary. Twenty pounds were received from an anonymous donor for a scholarship, to be at the disposal of the head mistress.

The staff (teachers) expenses were £1,258 11s. 6d., and the rest was spent on maintenance, furniture, repairs, and improvements, with a result at the end of the year of an overdrawn account at the Bank of New South Wales of £386 6s. 9d.

The trustees think that the following information may be of interest to the Department:—

Since the opening of the school in 1892 to date, 12th April, 1900, 228 girls have entered the school. Of these 90 have left (their school education being understood to be finished). Of these 64 are at home, 10 are married, 11 are earning their living by teaching, 3 are earning their living by nursing, 2 are earning their living by other business. Of the others 4 have been withdrawn for reasons of health, 22 have left the neighbourhood, 3 have left for financial reasons, 8 have left to pursue their education elsewhere, 3 are temporarily absent.

The average age of those who have left was 15·44.

During the 8 years ending 31st December, 1899, *sixteen* State scholars have entered the school, 3 of whom came from other schools for the last year, or two years, of the currency of their scholarship. There are now *two* State scholars in the school.

During the same period the trustees have given 19 scholarships, varying in length. There are now *seven* being held in the school, besides 1 given by an anonymous donor.

Of the 228 who have entered, 87 were from departmental (State or Provisional) schools; 138 from private or non-departmental schools. Of 3 there is no information.

The average length of stay in the school, of those who have left, was 1·63 years, but as there are several girls now in the school who have been in it since its first year, this figure will be very much more in any future report.

The average age at entry for the years of the school's existence has been 12·54 nearly, and the average age of the school has been 13·6. There are now (30th April, 1900), 32 girls in the school of 16 years or over.

The following comparison was put before the trustees in July, 1899:—

	In 1896.				In 1899.		
	£	s.	d.		£	s.	d.
Cost of staff (teaching)	944	0	0	...	1,214	0	0
Cost of teaching staff per pupil	22	0	0	...	10	4	0
Government endowment per pupil...	23	5	0	...	7	5	0
Average number of pupils to each teacher ...	8			...	18		

The trustees had spent altogether £11,286 10s. on the building, grounds, furniture, repairs, alterations, and fittings up to 31st December, 1899.

G. G. W. SHAW, Secretary.

TOOWOOMBA GRAMMAR SCHOOL.

Toowoomba, 1st June, 1900.

SIR,—The duty of sending the Report of this school devolving upon me, I have to express my regret that unavoidable circumstances prevented me doing so at an earlier date.

Before giving the particulars of the year 1899, I desire to give a short summary of the earlier history of the school. I am induced to do so from the fact that exception has been taken to the very short Report I had the honour to present last year—the request from Mr. Dalrymple was a report of the year's proceedings.

The foundation stone of this school was laid by Sir Charles (then Mr. Justice) Lilley, on 5th August, 1875, and was opened for the reception of pupils on the 1st February, 1877, so that the school has been in existence for twenty-three years.

The school was built at a cost of £10,039, the amount being raised on the usual terms of subscription and endowment and a loan from the Government of £2,000, since when a further sum of £3,000 has been spent in improvements, enlargements, and repairs. The buildings are situated on the western slope of the range in an area of fifty acres, which gives ample space for gymnastics and all kinds of athletic sports.

The average attendance at the school since its opening is 50; the highest number, 75·5, being in the year 1892, and the lowest number, 32, in the year 1882. I have not to hand the particulars of the successes gained by the school prior to the year 1891, but the percentage of passes at the Sydney University examinations has equalled 14 per cent. of the average number of pupils attending for that period—*i.e.*, that on an average attendance of 50 boys 7 have passed, or on a total of 453, 63 have passed, 27 of whom, or nearly 43 per cent., qualified for matriculation. This, I think, will show what the curriculum of the school is.

In 1894, W. R. Horn won the silver medal for Algebra, and in 1895 Gibson was equal *prox. acc.* for the medal for trigonometry. In 1896, W. R. Horn was *prox. acc.* for the John West and Graham gold medals, and was awarded the silver medals for Latin, algebra, and mechanics, and gained the University Exhibition, the Aitken Scholarship of £50, and was *prox. acc.* for the Barker Scholarship and Horner Exhibition. I may also mention that many of our old pupils are distinguishing themselves in most of the learned professions, and diligently forging their way to the front.

The subject of Government inspection of grammar schools has of late been ventilated; in connection with this, I desire to say that the trustees will be only too willing to accede to such inspection, if such inspection does not reduce the school to a dull level of monotony. The trustees are not, and do not profess to be, experts in educational matters; they have every confidence in their headmaster, both from his high record in another colony, and for the general success that has followed his efforts in this school, still it would add further confidence if outside opinion coincided with their own.

I have long been of opinion that our grammar schools should be entirely free (this view is not, however, generally shared by my co-trustees); but if such were the case the standard would, I think, have to be very much lower than that now required by the Education Department to gain a scholarship, and I base my reason on this fact that, although for the past two years the trustees have offered free scholarships to any boy attending the State schools of the district who gained 50 per cent. of marks, only two in each year have been successful.

The school opened this year on 30th January, and closed on the 14th December, when the Right Honourable Sir H. M. Nelson kindly distributed the prizes, and delivered the University certificates for the junior examinations.

Seven candidates were sent up, five of whom passed in thirty-three subjects out of a possible thirty-five, one lad, Thelander, gaining 6 A's and 1 B, thus obtaining the best pass in the whole of the colony. For the Civil Service three were sent up, one of whom was successful—obtaining the eighth place out of seventy-four candidates.

One candidate went up for the Senior and passed in ten subjects, obtaining 9 B's and 1 C. The number attending the school was thirty-five; the receipts being £1,504, not including boarding fees, and the expenditure, including interest and redemption on Government loan, £1,467.

The school has now attained its majority, and having been connected with it almost from its foundation, and having followed the career of many who have gone out from us, I think I may say, as in reply to some excellent remarks of the headmaster, "that it has turned out boys who are alive to their sense of duty, boys who are the better now for having been here, and are an influence for good in the land, and not an influence for evil."

I have, &c.,

ROBERT ALAND, Chairman.

The Under Secretary, Department of Public Instruction, Brisbane.

TOWNSVILLE GRAMMAR SCHOOL.

Townsville, 14th May, 1900.

SIR,—In compliance with the wish of the Minister, conveyed in your letter of 25th ultimo, I have the honour, on behalf of the Trustees, to submit the following report of the Townsville Grammar School for the year ending 31st December, 1899.

Trustees.—Prior to his departure for England, His Honour Mr. Justice Chubb resigned his position as Chairman of Trustees. The present Trustees are:—

A. W. Macnaughton, Esq., Chairman; W. J. Castling, Esq., Vice-Chairman; D. Patience, Esq., Treasurer; E. Humphry, Esq., M.R.C.S., E.; J. Macintosh, Esq.; J. N. Parkes, Esq.; R. B. Taylor, Esq. The Trustees meet monthly.

Staff.—Head Master, Mr. C. H. Hodges, M.A., Oxford (First-class Honours); Assistant Masters, Messrs K. Kemnitzer (late Master in Brisbane Normal School), J. R. Castling, B.A. (Sydney), H. C. Blaxland, B.A. (Sydney).

Fees.—From 1st Jauuary, 1899, the school fees were reduced, the rates now being:—

(*a*) For each boy entering over 12 years of age, £4 4s. per quarter;

(*b*) For each boy entering under 10 years, up to 12 years, £2 12s. 6d.; after 12 years, £3 3s. per quarter for the rest of his time at the school;

(*c*) For each boy entering over 10 years but under 12 years, up to 12 years, £2 12s. 6d.; after 12 years, £3 13s. 6d. for the rest of his time at the school;

(*d*) For resident boarders, £12 12s. per quarter, exclusive of school fees.

When two members of the same family attend the school, a reduction of 10s. 6d. each, and in the case of three members or more attending, a reduction of £1 1s. each is made from the amount of tuition fees.

Curriculum.—The course of study is similar to that provided by the southern Grammar Schools of the colony. For the purpose of instruction the school is divided into upper, lower, and modern sections. The subjects taught are: English, Latin, Greek, French, German, history, political and physical geography, physical science, higher mathematics, arithmetic, bookkeeping, writing, drill, and gymnastics. Arrangements can be made for instruction in music and drawing.

The work of the lower school is mainly that of a preparatory school. English subjects, arithmetic, elementary science, are learned by all boys; Latin and French by those who are sufficiently advanced in other subjects. In the modern school especial attention is paid to the subjects required in commercial life. Two examinations are conducted in each year, and reports on the conduct and progress of each pupil are sent every quarter to parents or guardians. A laboratory is provided for instruction in physical science. A carpenter's shop has been added to the buildings, in which boys are encouraged to spend part of their leisure. Instruction is given from time to time as required. The Drill Instructor attends twice a week.

Progress.—The following extracts from the Head Master's report refer to the progress of the school during the year:—

The experiment of attracting boys at an earlier age by a reduction of fees for their whole time at school was initiated in January, and is responsible for a few entries; while a regulation, admitting girls to the number of six, brought us three more, The forming of a class for small boys has proved very successful. This opinion is based upon my personal knowledge of the progress made, and the expressions of satisfaction I have constantly heard from parents. This is not in fact a new departure, for the original regulations admit boys at the age of eight years. The only difference is that the boys entering at the earlier age now enjoy the advantage of reduced fees. The standard for entrance, elementary reading and writing, is the same as always, nor do I wish to remove these limitations, but I hope next year we may receive more of these little fellows, to whom we are able to give a great deal of individual attention at a time when they require it most; and it is as easy and in many ways better to have a dozen in a form than half that number. I have been anxious, in the case of these younger pupils, that parents should communicate their wishes respecting the necessary amount of school work. I am most unwilling to make their young lives a burden by giving them too much preparation, and it is quite possible that we masters do not sufficiently realise how formidable the simplest lesson may seem to those who have not toiled far along the rugged path to knowledge. It is a disappointment to find that increased prosperity in the town and colony has actually affected us adversely. As a consequence of the demand for boys in offices, we have lost several who might have remained with us longer.

Since Mr. Philp's scholarship scheme was upset, and a return made to the former conditions, we have enrolled but one, who joined us at the beginning of this year. Instead of the 25 of three years ago, we have now on our lists but four holders of State school scholarships—two of which expire now.

Public Examinations.—In the Sydney senior examination last December, our candidates were successful beyond our expectations. Miss Beet's pass was very creditable, with two first classes, three seconds, and two thirds, while McKelvey's was brilliant, with five firsts, three seconds, and one third. McKelvey would have had a good chance of winning a University Exhibition had he competed, but, like Boyd, he decided for the University too late—only, in fact, after the excellence of his pass was seen. It was some consolation to hear that he won the O'Connell Scholarship at St. John's College, where he entered in March. Boyd maintains his reputation, showing first-class ability with head and heels. He took first classes in all his subjects in March, winning the Levey University Scholarship in chemistry and physics, while he represented the University in running. Another old head boy (Perkins) took his degree in classical honours, and is now on the staff of King's School.

The seven junior candidates, represented by their passes, can scarcely be described as brilliant, but they maintained our prestige by all obtaining certificates with an average of nearly six subjects apiece out of a possible seven, Henry's pass including matriculation. In the ten years during which we have competed in the Sydney examinations, of the seventy candidates entered three only have failed to pass. The last failure was six years ago.

Attendance.—The numbers on the roll during the year were—for the first quarter, 43; for the second, 46; for the third, 47; and for the fourth, 51. The boarders numbered 18. The daily attendance was 93 per cent.

Buildings.—The buildings have been kept in an efficient state of repair, but the funds did not permit of any improvements or additions being made.

I have, &c.,

E. J. B. WAREHAM, Secretary.

APPENDIX D.

ANNUAL EXAMINATION OF TEACHERS AND OTHERS, 1899.

GEOGRAPHY.

19th December—9·30 *to* 12·30.

*** Sketch maps must be drawn on as large a scale as the foolscap page will admit.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

Maximum Marks.

50 1. As a specimen of your penmanship, write in small-hand the following lines—

> "*Pleased with his solitude, and flitting light*
> *From spray to spray, where'er he rests, he shakes*
> *From many a twig the pendant drops of ice,*
> *That tinkle in the wither'd leaves below.*"

36 2. Draw a map of Australia, and mark on it the chief capes and openings on the southern coast, the rivers of Western Australia, the colonies, and the following towns—Charleville, Winton, Gladstone, Rockhampton, Mackay, Townsville, Cairns, Bourke, Newcastle, Albury, Mildura, Geelong, Port Darwin, Eucla, Perth.

26 3. Give the position of each of the following, and say for what it is noted:—Liverpool, Oxford, Glasgow, Cork, Marseilles, Gibraltar, Florence, Hamburg, Athens, Odessa, The Tyrol, Mont Cenis, Lakes of Killarney.

20 4. Give, in a tabular form, the area and population of each continent.

18 5. Name the chief lakes, and underline the name of the largest lake, in each continent.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

50 1. As a specimen of copy-setting, write in large-hand the word "*Ventriloquist*"; and in small-hand the following lines—

> "*The village all declared how much he knew,*
> *'Twas certain he could write and cypher too.*"

35 2. Draw a map of England, and mark on it the chief capes on the eastern coast, the chief openings on the western coast, the counties bordering on the English Channel, and the following towns—Berwick, Hull, Great Yarmouth, London, Portsmouth, Ventnor, Bristol, Swansea, Liverpool, Birmingham, Sheffield, Manchester.

20 3. Write a methodical account of the geography of the Maltese Islands, *or* of Ceylon.

25 4. Write what you know about the Dominion of Canada under these heads—Area, Population, Political Divisions with their Capitals, Mineral Productions, Industries, Chief Towns with their positions.

20 5. Give as accurately as you can the situation of each of the following towns, and say for what it is noted:—Benares, Winton, Kimberley, Khartoum, Stanley, Broken Hill, Ballarat, Port Pirie, Auckland, Suva.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

50 1. As specimens of copy-setting, write in large-hand—"*Great Britain and Ireland*"; in small-hand—"*History of the French Revolution, by Thomas Carlyle*'; and in plain print—"*Pacific Ocean*," the initials in capitals and the rest in small letters.

30 2. Explain, as to a class, how to find the length of a degree on the earth's surface.

20 3. Taking the latitude of Brisbane to be 27° S., what is the meridian altitude of the sun at Brisbane (*a*) at Midwinter, (*b*) at Midsummer?

25 4. Explain the terms—Equinoxes, Perihelion, Equation of Time, Sidereal Day, Apparent Solar Day.

25 5. Draw a map to show the direction and limits of the Trade Winds in the Atlantic Ocean.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

1. Draw a sketch map showing the chief currents of the Atlantic Ocean. 25

2. Give the subject-matter of a lesson on Waves. 12

3. Explain clearly why it is high water on opposite sides of the globe at the same time, and illustrate your answer by a diagram. 20

4. Enumerate the conditions which determine the climate of a place; and explain and illustrate any one of them fully. 18

5. Illustrate the statement that "mineral wealth enters largely into the conditions necessary for the material prosperity of a nation." 25

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Give the subject-matter of a lesson on Lunar Eclipses, and illustrate by diagrams. 15

2. Write what you know about Comets and Meteors. 8

3. Show clearly how it has been ascertained that the Sun rotates, and that its axis is inclined to the ecliptic. 10

4. (*a*) Explain, as to a class, how longitude is found at sea. 5

(*b*) When it is 6 a.m. at Constantinople, long. 29° E., what time is it at Cape Farewell, long. 44° W.? 2

5. If an object weighs 1,940 lbs. at the poles, what is its weight at the equator? To what is the difference in weight due?

6. Explain clearly why the solar day varies in length, and illustrate your answer by a diagram. 12

7. Show, by a diagram, the arrangement of the isobars, and the direction of the wind in a cyclone area in the southern hemisphere. 10

8. Give the subject-matter of a lesson on the Gulf Stream. 10

9. Compare the climate, productions, and industries of Tropical and of Temperate regions. 8

10. Write explanatory notes on the following:—Annular eclipse, ice-foot, neap-tides, aphelion, insular climate, snow-line, isotheral lines. 14

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Explain what is meant by the term "Equation of Time." 5

2. Write an account of the geography of the Valley of the Nile under these heads:—Area, inhabitants, government, climate, productions, towns, historical sketch from 1881 to the present time. 10

3. Compare the climate and products of the coastal districts of Queensland with those of the inland districts. 8

4. Draw a map showing the British and German possessions in East Africa. 14

5. Show how climate, labour, cost of land, means of transport, taxation, and government influence the production of mercantile commodities. 12

6. Draw a map of Australia, and mark on it the chief mountains and rivers. 16

7. Enumerate the British, German, and French possessions in the Pacific, and give an account of their commerce. 10

8. Write a methodical account of the political geography of Russia. 7

9. To what causes do you attribute Great Britain's supremacy as a commercial power? 8

10. Name the five climatic zones, account for their limits, and illustrate your answer by a diagram. 10

ARITHMETIC.

19th December—2 *to* 5.

*** Set down the working of the sums so that the process by which each answer is obtained may be seen.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

1. Seven trucks of coals weigh 31 tons 3 cwt. 3 qrs. 6 lbs.; two of them weigh 7 tons 17 cwt. 2 qrs. $18\frac{1}{2}$ lbs. Find the average weight of each of the others. 25

2. How much does the number of square feet in 17 ac. 3 ro. 37 per. $20\frac{3}{4}$ sq. yds. 6 sq. ft. exceed the number of pints in 604 hhds. 28 gals. of beer? 30

Maximum Marks.

35 3. Simplify—

$$\frac{1\frac{4}{17}\times 6\frac{4}{5}}{3\frac{3}{8}-1\frac{2}{25}}+\frac{2}{11}\text{ of }\left(2\frac{4}{5}-\frac{3}{4}\right)-\frac{1\frac{3}{4}}{12}.$$

35 4. [For MALES only.] If 4 men, or 5 women, can gather 4 ac. 3 ro. 8 per. of potatoes in 3 days of 8 hours each, how many hours per day should 3 men and 5 women be employed in order to gather 35 ac. 2 ro. 18 per. in 11 days?

25 5. [For MALES only.] A and B commence some work on Monday morning, and by Tuesday evening have done $\frac{3}{8}$ of it; A then leaves, and B completes it by Saturday evening. In how many days could A have done it alone?

25 4. [For FEMALES only.] How many miles an hour does a person walk who takes two steps a second and 1,900 steps in a mile?

35 5. [For FEMALES only.] Multiply £11 0s. $6\frac{3}{4}$d. by $3\frac{7}{8}$, and prove the truth of your result.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

30 1. What must be the rate of wages per day, that 12 men may earn in 10 days the same amount that 9 men earn in 14 days at 3s. 4d. per day?

35 2. It is new moon on March 16th at 9 hrs. 37 min. p.m., and again on April 15th at 7 hrs. 3 min. a.m. Supposing the lunar months to be exactly equal, when will it be new moon in May following?

30 3. Find, by Practice, the cost of—

(*a*) $999\frac{1}{5}$ things at £4 18s. $2\frac{1}{2}$d. each.
(*b*) 3 lbs. 14 dwt. 18 gr. of gold at £3 18s. 2d. per oz.

25 4. [For MALES only.] Divide 7·619 by ·0019, and multiply the quotient by $\frac{3}{35}$ of ·00011569.

30 5. For MALES only.] Reduce £$\cdot81\dot{6}$ − $7\cdot0\dot{8}$s. to the decimal of ·13 of $\frac{1}{5}$ of £5.

25 4. [For FEMALES only.] A owns $\frac{5}{13}$ of a bin of barley, B the rest; $\frac{2}{3}$ of the difference between their shares is 5 quarters 7 bushels. Find B's share.

30 5. [For FEMALES only.] A man mixes 56 gallons of spirits worth £1 5s. 1d. per gallon with 17 gallons worth 7s. $10\frac{1}{2}$d. per quart, and then adds 8 gallons of water; at what price per gallon must he sell the mixture so as to gain £19 1s. 10d. on his outlay?

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

25 1. A man and a boy working together can do $\cdot6\dot{1}$ of a piece of work in two days; the man by himself could have done the work in 4 days; how many days will it take the boy working by himself to do it?

25 2. What principal, in $3\frac{3}{4}$ yrs. at $2\frac{1}{2}$ per cent., will produce the same interest that £650 does in 4 years at 3 per cent. per annum?

35 3. If 14 men eat 11s. 6d. worth of bread in 3 days when wheat is 52s. per quarter, what must be the price of wheat that £2 5s. may provide bread for 26 men for a week?

35 4. [For MALES only.] A grocer bought 500 lbs. of tea, and sold 100 lbs. at 2s. 3d. per lb., making a profit of $12\frac{1}{2}$ per cent. At what rate per lb. must he sell the remainder that he may gain 20 per cent. on the whole purchase?

30 5. [For MALES only.] A person invests £2,184 in the 3 per cents. at 91, and sells out when the funds have fallen 1 per cent.; he then invests the proceeds of the sale in the 4 per cents. at 108. Find the amount of his new stock, and the alteration in his income.

25 4. [For FEMALES only.] (*a*) Add together, as decimals, ·123, $\cdot12\dot{3}$, $\cdot1\dot{2}\dot{3}$, and $\cdot\dot{1}2\dot{3}$. (*b*) Divide three times the sum of 4·0499 and ·4049 by four times the difference of 160 and 4·6.

40 5. [For FEMALES only.] On what date will £650, lent on the 1st January, 1898, amount to £708 10s. at 5 per cent. per annum, simple interest?

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

30 1. I have bought 66 bags of flour for £75 cash. At what price per bag must I sell it, with allowance of 2 months' credit, that my present gain may be 10 per cent., the value of credit being 5 per cent. per annum?

30 2. An agent sells goods to the value of £79,653 12s. 6d., on which he receives a commission of $3\frac{3}{4}$ per cent., while his office and other expenses amount to $22\frac{1}{2}$ per cent. of his commission. How much clear profit does he make, and how much does he remit to his principal?

35 3. [For MALES only.] Find the diameter of a circle described round a triangle, the sides of which are 293, 285, and 68.

20 4. [For MALES only.] Apply Simpson's Rule to find in square feet the area of a figure having the following dimensions:—Ordinates, 14·2, 14·9, 15·3, 15·1, 14·5, 14·1, and 13·7 feet; common distance, 3 feet.

Maximum Marks.

5. [For MALES only.] There is a half-acre field in the shape of an equilateral triangle, and a horse is tied by a rope fastened at one of the corners. Find the length of the rope so as to enable him to graze on half the field. 35

3. [For FEMALES only.] Find the price of stock when £325 stock can be paid for by a bill of £314 12s. due in $2\frac{1}{2}$ months, true discount at the rate of 4 per cent. being allowed. 30

4. [For FEMALES only.] A man who rows 4 miles an hour in still water takes 1 hr. 12 min. to row the same distance up a river; how long will he take rowing down again? 30

5. [For FEMALES only.] A man having bought a pig for 23s. 4d. wanted to sell it for such a price that, if he reduced that price $12\frac{1}{2}$ per cent., he would still have gained $12\frac{1}{2}$ per cent. on what it cost him. What did he want for the pig? 30

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. For the sum of £2 5s. $6\frac{3}{4}$d. I can buy a number of yards of silk equal to the number of shillings which a yard would cost. What is the price per yard? 10

2. Simplify— 10

$$\frac{1\frac{7}{60}+2\frac{1}{3}\text{ of }3\frac{1}{4}-\dfrac{1\frac{1}{2}}{2\frac{1}{4}}}{1-\dfrac{\frac{2}{3}}{4-\frac{1}{3}\div 1\frac{1}{3}}}\div\left(6\frac{1}{4}-\frac{3}{4}\text{ of }5\frac{1}{2}\right).$$

3. A cask of $150\frac{1}{4}$ gallons is bought for £75, and kept 12 years, during which three-fourths of a quart evaporates yearly. At what rate per gallon must the contents be sold to clear 20 per cent.: the rate of simple interest being 4 per cent.? 15

4. A watch gains 5 min. in 60 hrs. If it be set right at noon on Sunday, find the true time when it indicates 4 p.m. on the following Thursday. 20

5. A and B rent a pasture for 12 weeks, at £2 16s. 8d. per week. A puts in at first 25 oxen, but at the end of 20 days withdraws 6, and 30 days thereafter puts in 8. B puts in at first 18 oxen, and after 21 days 7 more, but 43 days thereafter removes 16. What sum should each person contribute towards the rent? 15

6. [For MALES only.] A person has a triangular-shaped garden, the base of which contains 200 yards, and divides it into two equal parts by a hedge parallel to the base: find the length of the hedge. 10

7. [For MALES only.] The base of a pyramid is a rectangle which is 21 feet by 25 feet; the length of the straight line drawn from the vertex to the middle point of either of the longer sides of the base is 23·3 feet: find the volume. 15

8. [For MALES only.] Find the volume of a coal waggon the depth of which is 47 inches; the top and bottom being rectangles, the sides of which are respectively 81 inches by 54 inches, and 42 inches by 30 inches. 20

9. [For MALES only.] A bowl is in the shape of a segment of a sphere; the depth of the bowl is 9 inches, and the diameter of the top of the bowl is 3 feet: find to the nearest pint the quantity of water the bowl will hold. 20

10. [For MALES only.] State the rules for finding— 15

(*a*) The volume of a frustrum of a pyramid or cone.
(*b*) The volume of a wedge.
(*c*) The volume of a spherical shell.
(*d*) The volume of a zone of a sphere.
(*e*) The area of the surface of a sphere.

6. [For FEMALES only.] Extract the cube root of 961504803000. 10

7. [For FEMALES only.] A ladder 65 feet long, placed with its foot 33 feet from a wall, reaches within 7 feet of the top. How near the wall must the foot of the ladder be brought that it may reach the top? 15

8. [For FEMALES only.] Find the difference in expense of carpeting a room 17 feet 9 inches long and 12 feet 6 inches broad, with Brussels carpet $\frac{3}{4}$ of a yard wide at 4s. 6d. per yard, and with Kidderminster carpet $\frac{7}{8}$ of a yard wide at 3s. 6d. per yard. 20

9. [For FEMALES only.] A circle is 7 feet in circumference: find the area of a square inscribed in it. 20

10. [For FEMALES only.] The diameter of a well is 3 feet 6 inches, and its depth is 40 feet: find the cost of excavation at 7s. 6d. per cubic yard. 15

For Admission as Teacher of the Second Class.

(Females.)

(Three hours allowed.)

1. The difference between the mercantile and true discount on a bill due 9 months hence at 4 per cent. per annum is 15s.: find the amount of the bill. 15

2. Divide £12 16s. among A, B, and C, so that A may receive a third as much again as B, and 3 guineas more than C. 10

3. If a watch is 5 minutes slow at 12 o'clock on Thursday, and $3\frac{1}{2}$ minutes fast at half-past 3 p.m. on Saturday, find at what moment it was exactly right. 20

Maximum Marks.

15 4. Whisky diluted with water to the extent of 25 per cent. is sold at a profit of 12½ per cent. for 27s. a gallon: find the cost of a gallon of pure whisky.

20 5. Give, and prove, the rules for converting both pure and mixed circulating decimals to vulgar fractions.

15 6. Find the diameter of a circle described round a right-angled triangle, the sides of which are 14 ft. and 10·5 ft. long.

10 7. A room three times as long as it is broad is carpeted at 4s. 6d. per sq. yard, and the walls are coloured at 9d. per sq. yard; the respective costs being £8 5s. 4½d. and 4 guineas: find the dimensions of the room.

15 8. A circular bowling-green is to contain 2 acres, and is to be surrounded by a uniformly wide path, the area of which is to be half an acre: find the radius with which the circumference of the bowling-green may be described, and the width of the path. (*In this question use* $\pi = 3\frac{1}{7}$).

15 9. A cistern is 13 feet 6 inches long by 9 feet 9 inches wide: find through how many inches the surface will sink if 260 gallons of water are drawn off.

15 10. A garden roller of iron is half an inch thick, the length is 30 inches, and the diameter of the inner surface is 20 inches: find the weight, supposing a cubic inch of iron to weigh 4·562 ounces.

For Admission as Teacher of the Second Class.

(Males.)

(Three hours allowed.)

6 1. Explain clearly the difference between the *gravitation unit* and the *absolute unit* of force.

15 2. Two flexible strings, one of which is horizontal and the other inclined to the vertical at an angle of 30°, support a weight of 10 lbs.: find the tension in each.

10 3. A uniform bar of metal 10 inches long weighs 4 lbs., and a weight of 6 lbs. is hung from one end: find the point on which the bar will balance.

15 4. A cylinder and a cone are placed on a plane. The diameter of the base and the height of both is the same. If the plane be gradually inclined to the horizon and the friction sufficient to prevent sliding, which would topple over first? Show how to find the angle of inclination to the horizon in each case.

12 5. The arm of a common steelyard is 2 feet long. The fulcrum is 3 inches from one end. The frame on which the body to be weighed rests weighs 12 lbs., the weight of the arm is 4 lbs., and acts from a point 4 inches from the end of the beam. If the sliding weight be 3 lbs., where must the zero of the scale be? What is the length of a division representing a weight of 1 lb. placed on the frame?

8 6. Draw diagrams showing two arrangements of pulleys by which a power of 3 lbs. may just be able to raise a weight of 24 lbs.

15 7. With what velocity must a ball be projected up an inclined plane whose length is 64 and height 5 so as just to reach the top? Find the time between its leaving and returning to the bottom of the plane.

18 8. Two weights of 9 lbs. and 7 lbs. are connected by a string passing over a pulley. After motion has continued for 3 seconds 5 lbs. is taken off the larger weight. In what direction and with what velocity will each be moving at the end of the next 3 seconds?

12 9. A cylindrical bucket 10 inches in diameter and 1 foot high is half filled with water. A half-hundredweight of iron is suspended by a thin string, and held so as to be completely immersed in water without touching the bottom of the bucket. Subsequently the string is removed, and the iron allowed to rest on the bottom of the bucket. By how much will the pressure on the bottom be increased in each case by the presence of the iron? (*A cubic foot of iron weighs* 440 *lbs.*)

15 10. Describe the method of finding the s.g. of a solid lighter than water, and not soluble in water.

12 11. Suppose that an iceberg has the form of a cube, and floats with a height of 30 feet above the ocean; what depth will it have under the surface? (*s.g. of ice* = ·918, *that of sea-water* = 1·025.)

12 12. A cylindrical tube 4 feet long is closed at one end, and when full of air is closed at the other end by a tightly-fitting piston, having an area of 3 square inches, and weighing 9 lbs. How far will the piston descend by its own weight, the cylinder being vertical? If a force of 24 lbs. be applied to the piston, how far will it then descend? Neglect friction in both cases.

ENGLISH GRAMMAR AND COMPOSITION.

20th December—9·30 *to* 12·30.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

25 1. (*a*) Decline, in the singular number only, the pronouns—Which, thou, she. (*b*) What are the plurals of—She, it, court-martial, cherub, knight-templar? (*c*) Give the past tense and past participle of each of the verbs—Wring, ring, lie (to lie down), let, can.

Maximum Ma

2. Analyse in detail the following:—

(i.) In sweet Adair the jocund Spring
His notes of odorous joy is breathing.
(ii.) Those barbarous ages past, succeeded next the
birth-day of invention.
(iii.) To him from wanderings far and wild
I come an over-wearied child
In cool and shade His peace to find.
(iv.) In the days of my childhood 'twas like a sweet
dream
To sit mid the roses and hear the birds sing.

3. Parse fully the words in italics in the following:—

(i.) He seemed a *man*.
(ii.) *What* you have said I will consider.
(iii.) Give thy *thoughts* no tongue.
(iv.) This day shall *gentle* his condition.
(v.) A chieftain's *daughter* seemed the maid.

4. Write short sentences showing as adverbs the words—Half, all, least, enough, full.

For Admission as Pupil-Teacher of the Second Class

(One hour and a-half allowed.)

1. In each of the following passages classify the clauses, and show their mutual relationship—

(i.) But *since* it pleased a vanished eye,
I go to plant it on his tomb,
That if it *can* it there may bloom,
Or dying there at least may *die*.
(ii.) Believe it, 'tis the mass of men He *loves*,
And where there is most sorrow and most want,
There *most* He is, for there is He most needed.

2. Parse fully the words italicised in the foregoing. 3

3. Define and exemplify the following terms:—Reflexive pronoun, collective noun, copulative verb, perfect tense. 2

4. Name all the endings used to denote the feminine gender of nouns, and give examples. 1

5. Give a few examples showing the too frequent use of the pronoun, and show how it may be avoided. 2

6. Write sentences showing as adverbs the words—Half, all, least, enough, full. 2

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. Analyse fully the following passages, and supply the necessary ellipses— 40

(i.) It moves me more perhaps than folly ought,
When some green heads, as void of wit as
thought,
Suppose themselves monopolists of sense,
And wiser men's ability *pretence*.
(ii.) The *lamb* thy riot dooms to bleed *to-day*,
Had he thy reason would he skip and *play?*

2. Parse fully the words in italics. 35

3. Conjugate fully the verb lie (to lie down) in the perfect tense subjunctive, and in the future-perfect indicative. 30

4. Give the meanings of the following Latin roots, with at least two derivatives from each:—Gens, integer, laus, mendax, norma, salus, gero, halo. 24

5. (*a*) Give a brief summary of Longmans' remarks on the arrangement of words in sentences. 21
(*b*) What does Longmans say about the proper use of "shall" and "will"?

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Analyse fully the following passages, and supply the necessary ellipses:— 45

(i.) The invention all admired, and *each* how he
To be the inventor missed, so easy it seemed,
Once found, which yet *unfound* most would have
thought
Impossible.
(ii.) Hadst thou but shook thy head or made a pause,
When I spake darkly *what* I purposed,
Or turned an eye of doubt upon my face
As *bid* me tell my tale in express words,
Deep shame had struck me dumb.

2. Parse fully the words in italics. 35

3. Show how the inverted order in composition may be effective in point of rhythm, of emphasis, and of clearness. 30

4. Explain and expand the idea contained in the following:— 25

Regions Cæsar never knew
Thy posterity shall sway.

5. Give the derivation of—Neuralgia, apostrophe, electricity, synonymous, emphasis, phonograph, exaggerate, eloquent. 1

For Admission as Teacher of the Third Class.

(Three hours allowed.)

Maximum Marks.

18 1. Write out clearly the meaning of each of the following passages from Mason's Smaller Grammar—

(i.) You'd think no fools disgraced the former reign,
Did not some grave examples still remain;
Who scorn a lad should teach his father skill,
And having once been wrong will be so still.

(ii.) As fruits ungrateful to the planter's care
On savage rocks inserted learn to bear,
The surest virtues thus from passions shoot,
Wild nature's vigour working at the root.

10 2. What does Mason say of such idioms as "methinks," "me lists," "woe worth the day"?

15 3. Explain clearly, as to an Upper Class, how to distinguish between words ending in "ing"—as abstract nouns, as gerunds, and as participles.

15 4. Give the derivation of—Cardinal, syntax, surgeon, orthoepy, heresy, sycophant, aneurism, hypochondriac, strategy, pentateuch.

30 5. Analyse fully the following passages, supplying the necessary ellipses:—

(*a*) But lest his heart exalt him in the harm
Already done, to have dispeopled heaven
My damage fondly deemed, I can repair
That detriment, if such it be to lose self lost.

(*b*) But knowledge is as food, and needs no less
Her temperance over appetite, to know
In measure what the mind may well contain,
Oppresses else with surfeit, and soon turns,
Wisdom to folly, as nourishment to wind.

18 6. Give the syntactical connection of the italicised words in the following idioms:—

(i.) No veil she needed *virtue proof.*
(ii.) Rupert fell full *length* upon the floor.
(iii.) You are not a *jot* the wiser.
(iv.) Yes and *please* your Majesty.
(v.) And all the *air* a solemn stillness holds.
(vi.) A *little more* and he had been killed.

12 7. (i.) Scan the following verses:—

(*a*) 'Tis night and the landscape is lovely no more.

(*b*) Like leviathans afloat
Lay their bulwarks on the brine.

(*c*) I saw from the beach, when the morning was shining,
A bark o'er the waters move gloriously on.

(*d*) Fast they come, fast they come,
See how they gather.

(ii.) What are meant by the terms—Dactylic, hypermetrical, catalectic, alliteration, quatrain?

20 8. As an exercise in composition write on any *one* of the following subjects:—

(1) The seasons.
(2) The invention of printing.
(3) Effects of scenery on character.

12 9. As regards style in writing, you are required to explain the uses of the following figures of speech:—Simile, metaphor, climax.

For Admission as Teacher of the Second Class.

(Three hours allowed.)

16 1. Contrast the characters of—

(*a*) Menenius and Coriolanus, *or of*
(*b*) Volumnia and Virgilia.

18 2. From your study of the play of *Coriolanus* you are required to show what Shakespeare thought of the Roman populace, and of such leaders as Sicinius and Brutus.

22 3. Explain the following extracts, and show specifically under what circumstances each was used:—

(i.) He and Aufidius can no more atone
Than violentest contrariety.

(ii.) I have a heart as little apt as yours
To brook control without the use of anger;
But yet a brain that leads my use of anger
To better vantage.

(iii.) The most sovereign prescription in Galen is but empirientic, and to this preservative of no better report than a horse-drench.

(iv.) It will in time
Win upon power, and throw forth greater themes
For insurrections arguing.

(v.) What he hath done famously, he did it to that end.

(vi.) But since it serves my purpose I will venture
To stale't a little more.

14 4. An eminent critic writes—"Unequal as *Two Years Ago* is, and weak in parts, it has yet its admirable passages." Point out clearly one or more of what you conceive to be the finer passages in the book.

Maximum Marks.

5. Write brief character sketches of *any two* of the following personages:—Elsley Vavasour, Frank Headley, Mark Armsworth, Major Campbell. 14

6. Explain clearly what Marie meant by her allusions to Sir Galahad, and to the Quest of the San Greal. How did she apply them to the conditions of her own race and country? 18

7. Explain the passage—"What is new among you is not patched on artificially to the old, but grows organically out of it, with a growth like that of your own English oak, whose every new year's leaf-crop is fed by roots which burrow deep in many an hundred generations, and the rich soil of full a thousand years." 10

8. (i.) State clearly what is meant by—Grace in construction; accuracy in construction; force in construction. 18

(ii.) Describe and exemplify—The elegiac stanza, the Spenserian stanza, and the Italian stanza.

9. Write a brief essay on either of the following themes:— 20

(*a*) Force of character.
(*b*) Sense of duty.

HISTORY.

20th December—2 to 5.

For Admission as Pupil-Teacher of the First Class.

(One hour and a-half allowed.)

1. Who were the principal discoverers of Australia, what was the nationality of each, and what part did each discover? 20

2. Give briefly the story of La Perouse. 15

3. What parts of Australia were explored by Hamilton Hume and Major Mitchell respectively? What discoveries did each make? Describe briefly Mitchell's return journey. 20

4. Write brief historical notes on each of the following places:—George River, Cape York, Blue Mountains, Keppel Bay, and Murray Islands. 20

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

1. What means were adopted by the Romans (*a*) to protect Britain from Northern invasion, and (*b*) to facilitate internal communication? Give particulars. 15

2. In the Saxon conquest what part was taken by Ella, Ida, and Cridda? 12

16 3. Write brief explanations of Witanagemot, Alderman, Ordeal or Judgment of God, and Valhalla.

4. Write a short account of Ethelred, The Unready. Give dates. 14

5. State briefly the circumstances that favoured William the Conqueror in his conquest of England. 18

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

1. Give a short account of the Scotch invasion of England during the reign of Stephen. 12

2. What were the chief provisions of the Constitutions of Clarendon, and what abuses led to their enactment? 15

3. Write brief explanations of—The Statute of Provisors, Statute of Præmunire, Statute of Treasons, and Mortmain Act. Give dates. 20

4. State briefly the circumstances that led to the Barons' War, in the reign of Henry III., and what were the results. 16

5. Give a short sketch of the reign of Richard II. 12

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

1. Compare the rival claims of the Houses of York and Lancaster to the throne of England. 14

2. Describe the cause and leading incidents in the war with France during the reign of Henry V. 15

3. When, by whom, and with what results were the following battles fought:—Mortimer's Cross, Pinkie, Shrewsbury, Crevant, Bloreheath, and Tewkesbury? 12

4. Write short biographical notes on—Joan of Arc, William Sawtre, Jack Cade, Thomas Cromwell, Lady Jane Grey, and Somerset (the Protector). 20

5. What grounds had England for interference in the affairs of Scotland during the reign of Elizabeth? State them as fully as you can. 14

Drawing—Fig. 1.

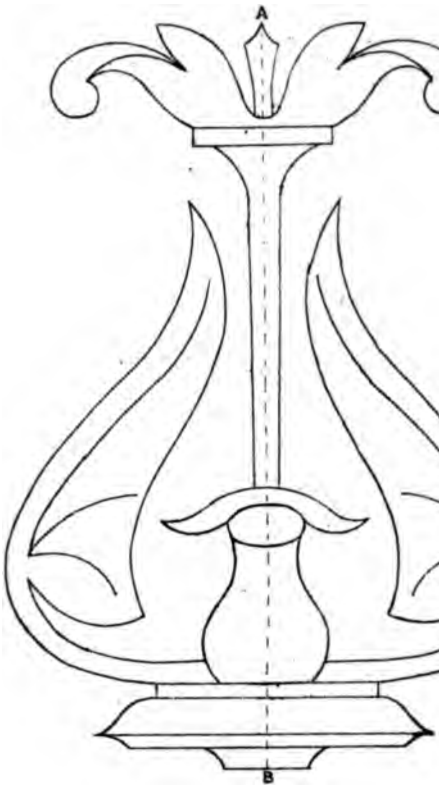


Fig. 2.

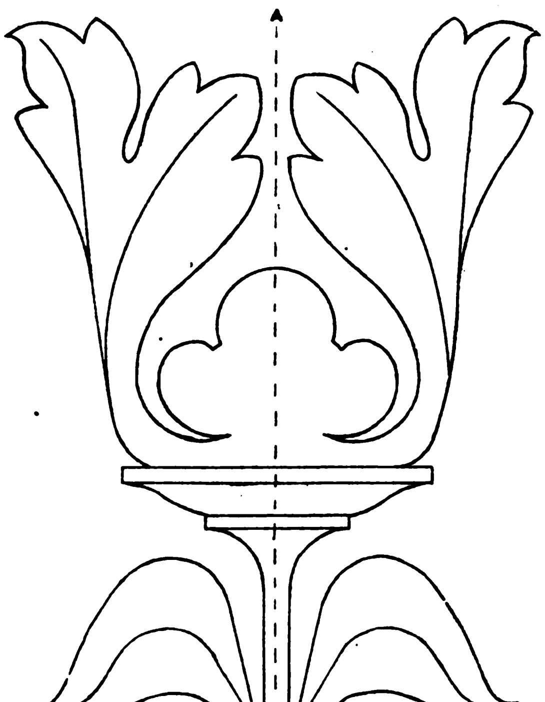
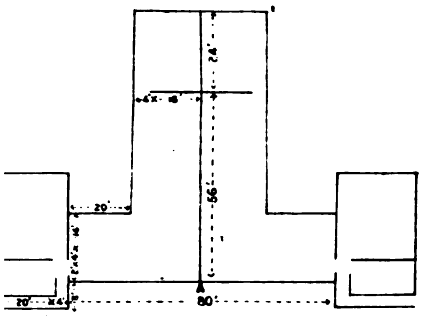
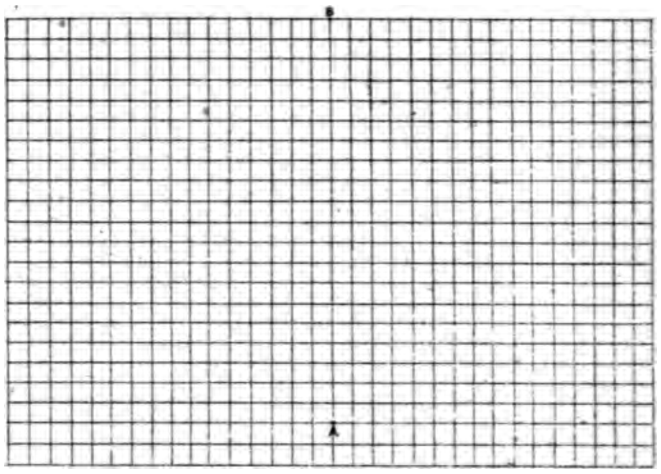


Fig. 3.

w this figure on the squared space. Let the side of one square represent 4 feet.



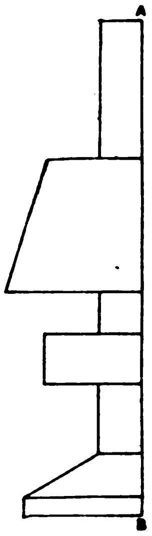


Note.—The accent (') signifies feet.

Fig. 4.

2. (*a*) Construct a scale of one inch and a-half to a mile, showing furlongs, and measuring 4 miles.
   (*b*) Draw from it lines measuring 2¼ miles, and 3¾ miles respectively.

3. This figure represents half a reading lamp. Draw it completely with lines twice their present length.



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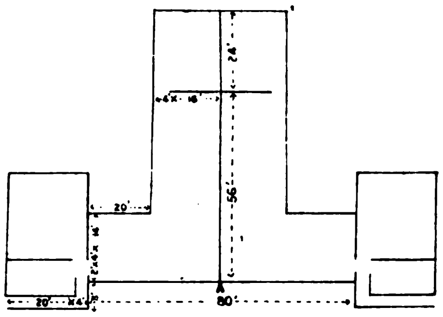

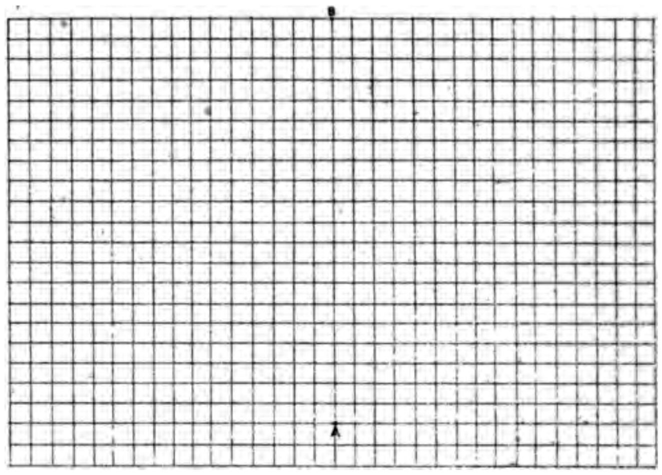

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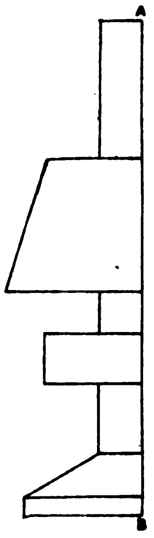
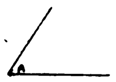
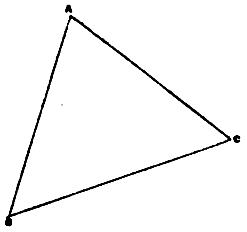


Diagrams for Geometry Problems P. T. 4.

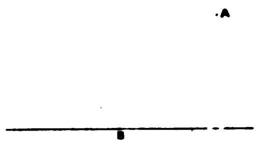
1 Construct an isosceles triangle two inches in height and having the angles at the base equal to the given angle A



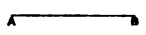
2 Describe a circle about the given triangle ABC.



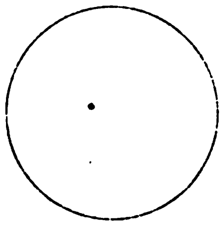
3 Describe a circle passing through the given point A and touching the give line in B



4 Construct a pentagon upon the given side AB



5. Construct a regular heptagon in the given circle.



6 Inscribe three equal circles in the given equilateral triangle, each touching the other circles, and two sides of the triangle.

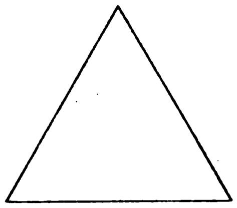
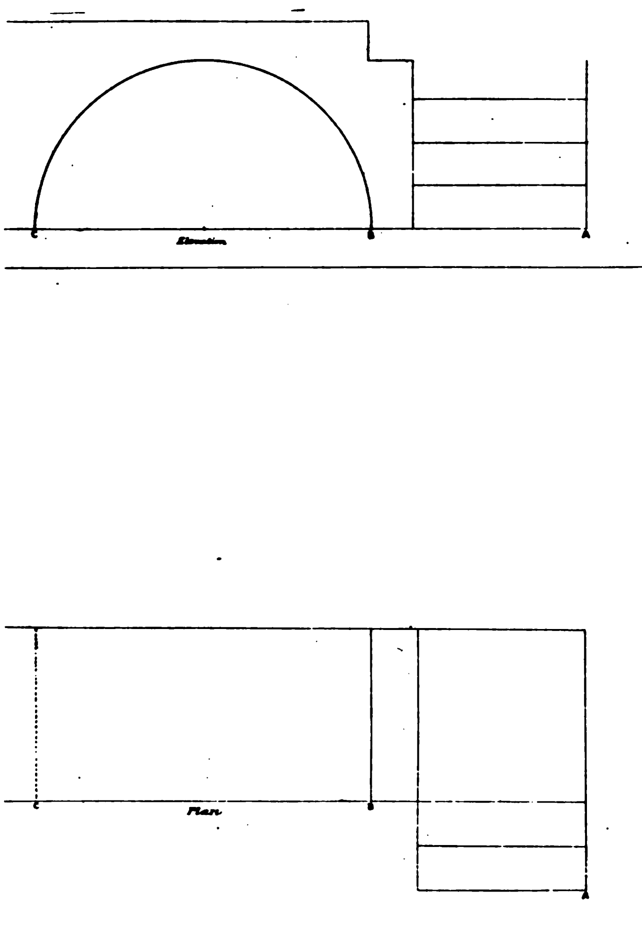
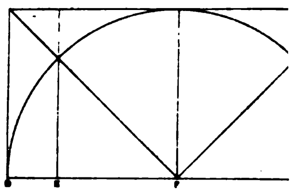


Fig. 5.





The diagram gives the plan and elevation of a bridge and a flight of steps leading to it. Represent this perspective. The point A is to be 5 ft. on the right of the spectator, and 4 ft from the picture pla line joining points B and C is to vanish towards the left at an angle of 30° with the picture plane.

Height of the eye, 5 ft. Distance, 12 ft. Scale, ¼ in. to 1 foot.

NEEDLEWORK.

21st December—9·30 to 12·30.

Chequered paper for cutting-out is supplied.

For Admission as Pupil-Teacher of the Second Class.

THEORY.

Maximum Marks.

12 1. With reference to plain darning—
  (*a*) Give *briefly* the fundamental principles to be observed.
  (*b*) Describe how the needle and the work should be respectively held.
  (*c*) What is the proper method of beginning and of finishing off?
  (*d*) How do you prevent puckering when drawing out the thread?

10 2. Describe clearly how the setting-in stitch is made. What other stitches does it resemble? In what respects does it differ from them? Make diagrams of the setting-in stitch and the other stitches referred to.

5 3. Give five rules to be observed in hemming.

4 4. Describe how a kid glove, torn at the gusset of the thumb, may be mended.

PRACTICE.

12 1. A diagram (*quarter-size*) of a child's pinafore is supplied to you. From madapolam cut out (*half-size*) one-half, right or left, of the pinafore; also a sleeve and a piece for half the neck-band.

12 2. Tack a narrow hem down each side and along the bottom of the opening for the sleeve, and strengthen with button-hole stitch the bottom corners.

6 3. Tack a hem along the bottom of the sleeve, and tack in the sleeve.

3 4. Tack a hem, ½-inch wide, down the back of the pinafore.

5. On this hem—
10 (*a*) Cut and work a button-hole, one end round, the other braced.
8 (*b*) Sew a tape.

18 6. Gather and stroke the top of the pinafore, and set it into the band. Tack it all, and properly finish 3 inches.

For Admission as Pupil-Teacher of the Third Class.

THEORY.

9 1. In putting on a flannel-patch which side is worked first, the right or the wrong? Why? How do you turn a corner in herring-boning the wrong side? And the right side? Illustrate by diagrams.

5 2. Classify the capital letters of the alphabet in the order in which they should be taught for marking. Mention different varieties of marking.

8 3. Mention the *chief* faults met with in gathering, stroking, and setting-in respectively.

8 4. Make diagrams of the various widths of a gored flannel petticoat for a woman. Mark on each width the way the selvedge runs and the nap falls, and state the amount of flannel required to make the garment.

PRACTICE.

14 1. From calico cut out (*half-size*) the upper part, back and front, of the right side of a woman's chemise; also a sleeve for the same, and pieces for half the neck-band and for the front opening.

8 2. Tack the sleeve together for a run-and-fell seam, and work 1 inch of it at the top.

14 3. Tack in the sleeve, and properly finish 1 inch in every direction from the junction at the under part of the sleeve.

10 4. Put on down the front an upper false hem ending in a point. Sew the bottom, and tack the rest.

14 5. Gather and stroke the parts of the chemise requiring t, and tack on the band. Properly finish 3 inches.

10 6. On the front piece cut and work a button-hole.

For Admission as Pupil-Teacher of the Fourth Class.

THEORY.

10 1. Set down briefly and methodically directions for putting on a print patch by the method in which the top-sewing is on the wrong side. What special advantage and disadvantage respectively has this method?

6 2. Make diagrams of—
  (*a*) The ordinary cross-cut darn;
  (*b*) The cross-cut darn as recommended for household purposes.

[*The diagrams must show where the darning is commenced, how it runs, and how it is crossed.*]

8 3. Describe briefly (*a*) how to cut a strip of twilled material on the cross; (*b*) how to join two such strips. Illustrate by diagrams.

4 4. Give the chief faults made in the use of the thimble. How should the thimble be used?

PRACTICE.

12 1. From calico, cut out (*half-size*) *one* leg of a pair of knickerbocker drawers for a child; also a leg-band for same. (State the age of the child for whom the drawers are suitable.)

9 2. Fix and tack the leg for a run-and-fell seam, and work 2 inches of it at the bottom.

15 3. Gather and stroke the bottom of the leg, and set it into the band. Tack it all, and properly finish 3 inches.

15 4. Cut an opening down the side and insert a gusset at the bottom. Tack the hems down the sides, and sew the rest.

Maximum Marks.

5. On the leg-band—
  (*a*) Cut and work a button-hole, one end round, the other braced. 10
  (*b*) Work 2 inches of stitching. 6
  (*c*) Work 3 inches of feather-stitch and knotting. 5

For Admission as Teacher of the Third Class.

THEORY.

1. What ornamental stitches of fancy-work are included in your text-book as useful in plain needlework? What remarks are made to justify their inclusion? What caution is given as to their use? Make diagrams of the stitches referred to. 10

2. "*Excellent practice is given by a lesson on a 'paper' patch.*"—Write notes of such a lesson to a Fourth Class, on putting on a calico patch. 12

3. Give directions for patching a hole in cloth by fine-drawing. 8

PRACTICE.

1. From calico, cut out (*half-size*) the upper part, back and front, of the right side of a woman's nightdress; also half a back yoke for same, and pieces for half the collar-band (neck, 14 inches), and for the false hem down the front. 14

2. Fix and tack three tucks down the front, and put on (*by tacking*) an upper false hem ending in a point. Properly finish off the bottom. 20

3. Tack the yoke on to the front at the shoulder. 4

4. Make the collar-band, and tack it on. 8

5. Cut and work a button-hole on the front piece. 10

6. With knitting-wool cast on 34 loops, and with four needles knit the toe of a stocking, and finish it off by grafting. 14

For Admission as Teacher of the Second Class.

THEORY.

1. Name the materials usually employed for illustrating the various processes used in needlework, and give some useful hints as to pupil-teachers on their proper selection. 10

2. Give directions for cutting-out and making a baby's barracoat, *or* a woman's combination. Illustrate by diagrams. 12

3. Give the needlework requirements for the various classes as set forth in Schedule V. 8

PRACTICE.

1. From calico, cut out the upper part, back and front, of one side of a baby's nightgown; also one of the sleeves. 15

2. On appropriate parts work specimens of the following stitches and processes:—Setting in sleeve; run-and-fell; gathering, stroking, and setting-in; button-hole; tucks; feather-stitch; knotting; marking in cross-stitch the letters M.W. 43

3. On dress material, work a specimen of a hedge-tear darn. 12

DRAWING.

21st December—2 to 3·30.

For Admission as Pupil-Teacher of the First Class.

Copy the example the same size (Fig. 1).—No ruling, tracing, or measuring of any kind allowed.

For Admission as Pupil-Teacher of the Second Class.

The drawing is to be copied to the size here given, which is one-third as large again as the copy (Fig. 2).—No ruling, tracing, or measuring of any kind is allowed.

For Admission as Pupil-Teacher of the Third Class.

1. Draw this figure on the squared space. Let the side of one square represent 4 feet (Fig. 3).—NOTE.—The accent (′) signifies feet.

2. (*a*) Construct a scale of one inch and a-half to a mile, showing furlongs, and measuring 4 miles.
  (*b*) Draw from it lines measuring 2½ miles, and 3⅝ miles respectively.

3. This figure represents half a reading lamp (Fig. 4).—Draw it completely with lines twice their present length.

For Admission as Pupil-Teacher of the Fourth Class.

1. Construct an isosceles triangle, two inches in height, and having the angles at the base equal to the given angle A.

2. Describe a circle about the given triangle ABC.

3. Describe a circle passing through the given point A, and touching the given line in B.

4. Construct a pentagon upon the given side AB.

5. Construct a regular heptagon in the given circle.

6. Inscribe three equal circles in the given equilateral triangle, each touching two other circles, and two sides of the triangle.

NOTE.—The construction lines must be entirely geometrical, and not the result of calculation.

For Admission as Teacher of the Third Class.

Draw as much of the model as you can see, as it appears from your point of view; and include in the drawing the top of the table.

For Admission as Teacher of the Second Class.

The diagram gives the plan and elevation of a bridge and a flight of steps leading to it. Represent this figure in perspective. The point A is to be 5 ft. on the right of the spectator, and 4 ft. from the picture plane. The line joining points B and C is to vanish towards the left at an angle of 40° with the picture plane. Height of the eye, 5 ft. Distance, 12 ft. Scale, ½ in. to 1 foot. (Fig. 5.)

MUSIC.

21*st December*—3·30 *to* 5.

For Admission as Pupil-Teacher of the Second Class.

Maximum Marks.

10 1. On a great stave of eleven lines show the comparative range of Bass, Tenor, Alto, and Treble voices.

16 2. On a treble staff write the notes—

$\underline{c}$ $\underline{e}$ $\underline{\underline{c}}$ $\underline{\underline{f}}$ $\underline{\underline{a}}$ $\underline{\underline{e}}$ $\underline{b}$ b $\underline{f}$ $\underline{a}$ $\underline{\underline{d}}$ a;

and on a bass staff write the notes—

c g B G d f $\underline{c}$ a e A c B.

16 3. In the literal notation (the German "tablature") write the names of the notes in the passages on the music sheet marked Figure I. and Figure II. respectively.

8 4. The duration of notes and rests is expressed by variations in their forms. Make a table to show these variations and their relative values.

For Admission as Pupil-Teacher of the Third Class.

16 1. (*a*) What purpose does the bar mark serve in musical notation?

(*b*) Construct a bar to illustrate each of the following rhythm signatures, and indicate the accents in each:—$\frac{3}{4}$, $\frac{4}{2}$, $\frac{3}{2}$, $\frac{9}{4}$, $\frac{12}{8}$, $\frac{6}{8}$.

(*c*) State clearly the difference between $\frac{3}{4}$ and $\frac{6}{8}$ time.

10 2. Give the English equivalents of each of the following words:—*Adagio, Lento, Sostenuto, Allegro, Vivace, Cantabile, Giusto, Calando, legato, commodo.*

10 3. Write down the time signatures for the bars marked (*a*), (*b*), (*c*), (*d*), and (*e*) in Figure III. of the accompanying music sheet.

8 4. Give diagrams illustrating the mode of beating time in each of the following measures:—$\frac{2}{4}$, C, $\frac{3}{2}$, $\frac{6}{8}$.

6 5. (*a*) Give the signs and terms that indicate special emphasis on any part of a measure.

(*b*) Quote or construct examples of "syncopation" and "driving notes."

For Admission as Pupil-Teacher of the Fourth Class.

9 1. Under the treble clef write the key signatures of A major, B minor, and C minor; and under the bass clef write the key signatures of A flat major, D minor, and E minor.

8 2. Give the technical names of the notes in a diatonic scale, and the origin of "tonic," "mediant," "dominant," and "leading note."

10 3. (*a*) Show, on a staff, the minor scale both ascending and descending, (1) in its commonly assumed form, and (2) in its true form.

(*b*) State the advantages and disadvantages of each form.

7 4. Show in a concise form the keys related to A minor, distinguishing those in the first degree of relationship from those in the second.

8 5. Give rules for ascertaining whether a passage is in the major key indicated by the signature or in its relative minor.

8 6. Transpose into the key of G the passage marked Figure IV. in the music sheet.

For Admission as Teacher of the Third Class.

12 1. Construct a table of diatonic intervals counting upward from C. Name each interval; give the number of semitones in it; and say whether it is major, minor, perfect, imperfect, augmented, or diminished. Why are the intervals of the fourth, the fifth, and the octave from the tonic called "perfect" instead of merely "major"?

12 2. Give the meaning and illustrate the musical significance of each of the following terms:—Da capo, tenuto, appoggiatura, the turn, the shake, arpeggio, mezzo, meno, piu, poco, sforzato, morendo.

10 3. In teaching vocal music, what are the advantages and the disadvantages of—(1) The fixed do system, (2) the movable do system?

16 4. Re-write the tune marked Figure V. in the music sheet, placing the Alto and Tenor parts on separate staffs under their own clefs.

For Admission as Teacher of the Second Class.

10 1. What notes of the scale may take a chord of the Sixth? State the limitations with respect to the use of the chord $\frac{6}{4}$.

10 2. In Figure VI. of the accompanying music sheet are given passages in which consecutive Fifths and Octaves occur. On blank staves show how these are to be rectified.

10 3. Write the chord of the Dominant Seventh in fundamental position and in its inversions, with their resolutions, in the key of E flat.

20 4. Copy the melody in Figure VII. of the music sheet, and add Alto, Tenor, and Bass parts. Use any harmony you please. Figure the Bass. Write in Short Score.

SCHOOL MANAGEMENT.

22*nd December*—9·30 *to* 12·30.

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

Maximum Marks.

1. (*a*) Write as a copy for a Fourth Class—"*Japan is thrice the size of England.*" 30

(*b*) Form the words "*Australia*" and "*Federation*" in imitation of plain print, the former in small letters, the latter in capitals.

2. What should be the general plan of a Lesson on a New Rule in Arithmetic? 15

3. Give Gladman's Scheme of an actual Lesson on Writing to children under seven years of age. 13

4. To what causes are most of the anomalies in English spelling traceable, and in what respect does "spelling" resemble "reading"? State the general principle on which spelling should be taught. 12

5. Mention the defects of the simultaneous method of teaching reading. 10

6. Give briefly the marks of good Questions and good Questioning, as set down in Gladman. 20

For Admission as Teacher of the Third Class.

(Three hours allowed.)

1. Penmanship test— 50

(*a*) Form the words "*Carbohydrates*" and "*Proteids*" in imitation of ornamental print, the initials only to be capitals.

(*b*) Write as a copy for a Fifth Class—"*Conscience doth make cowards of us all.*"

2. What treatment, in Gladman's opinion, should a teacher resort to in cases of (*a*) "sullenness," (*b*) "bullying," (*c*) "want of care of school furniture," on the part of his pupils? 9

3. Why are rewards given in schools? State the chief objections to their employment. 10

4. Give the plan recommended by Gladman for teaching "Analysis," by which the exercise becomes interesting and valuable to the learners. 9

5. State Mr. Fearon's estimate, as quoted by Gladman, of the importance of giving attention to "dates" in teaching history. 5

6. What is the most usual mistake made in teaching Geography? Name the sciences, some knowledge of which it is desirable that the teacher should have in order to be able to teach Physical Geography as a science. 5

7. State fully the School Value of Discipline. 6

8. Mention the change made in "The State Education Act of 1875" by "The State Education Act Amendment Act of 1897." 4

9. Give the principal duties of a School Committee. 7

10. Specify—(*a*) The grammar, (*b*) the Euclid, (*c*) the science, and (*d*) the algebra prescribed for the third half-year in Fifth Class. 6

11. Draw up teaching notes of a lesson on "Eclipses" for a Sixth Class. 10

12. Write the four clauses of the "General Instructions" bearing on "The Daily Report Book." 4

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Penmanship test— 50

(*a*) Form in plain print the word "*Organization,*" the initial only to be a capital; and in ornamental capitals the word "*Education.*"

(*b*) Write as a copy for a Sixth Class—"*Patience is a necessary ingredient of genius.*"

2. State what the office of psychology is, and name the three kinds of thought recognized by logicians. 8

3. Give the substance of what Bain—speaking of physiology as affecting education—remarks, as quoted by Gladman. 7

4. Why should children, who have gone through a good kindergarten training, be expected to make rapid progress when transferred to the ordinary school; and what are the qualities with which the good kindergarten teacher must be exceptionally gifted? State the leading aim and mark of sound teaching. 6

5. What should be the main purpose of the teacher when giving an object lesson? 3

6. Mention the leading points in mental philosophy, especially for teachers. 6

7. Give the seven guiding principles for intellectual education, specified by Spencer. 7

8. Specify the faults that should be carefully avoided in the construction of time-tables. 9

9. What is the aim of school organization, and what does it include? Name the leading systems of organization which have prevailed in England during the present century, and state to which of them our own system belongs, giving its advantages, and the essential part of its plan. 12

10. What are the marks of good reading, and on what does it depend? Give the commonest instances of faulty pronunciation. 6

11. How, apart from higher moral qualifications and aims, is a good teacher distinguished? 5

12. State the advantages and the possible abuses of home lessons. 6

MUSIC

EXAMINATION OF TEACHERS

DECEMBER, 1899.

For Admission as Pupil-Teacher of the Second Class.

FIG. I.

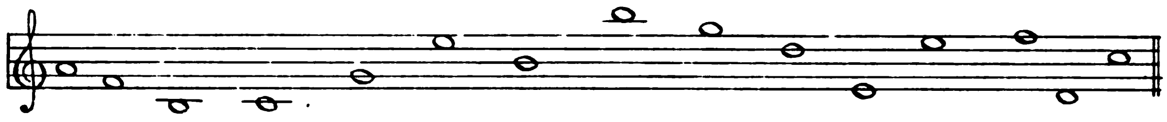
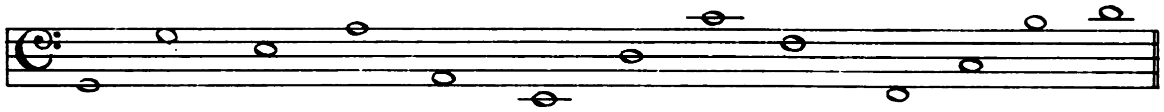
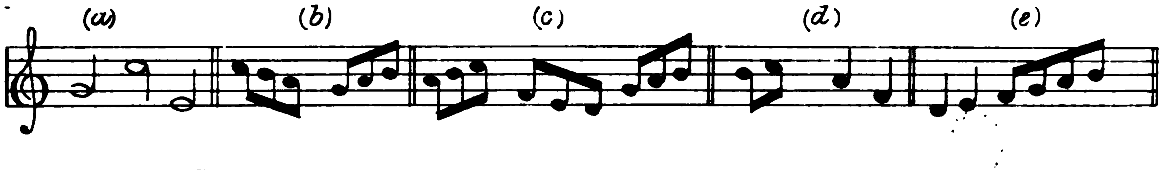


FIG. II.



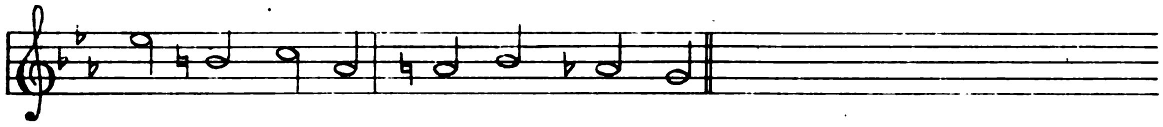
For Admission as Pupil-Teacher of the Third Class.

FIG. III.



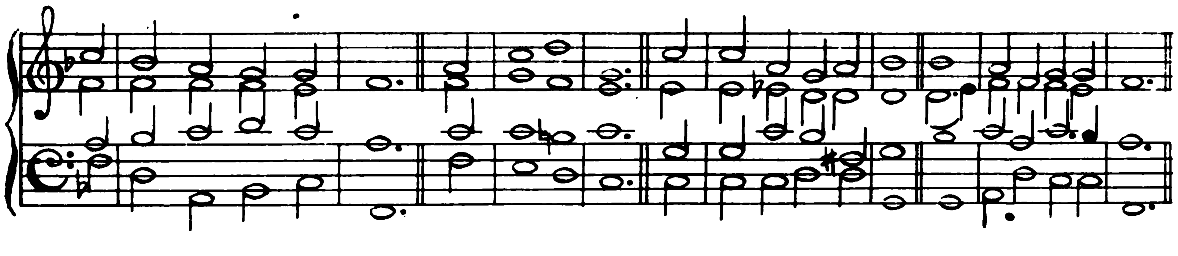
For Admission as Pupil-Teacher of the Fourth Class.

FIG. IV.



For Admission as Teacher of the Third Class.

FIG. V.



For Admission as Teacher of the Second Class.

FIG. VI.

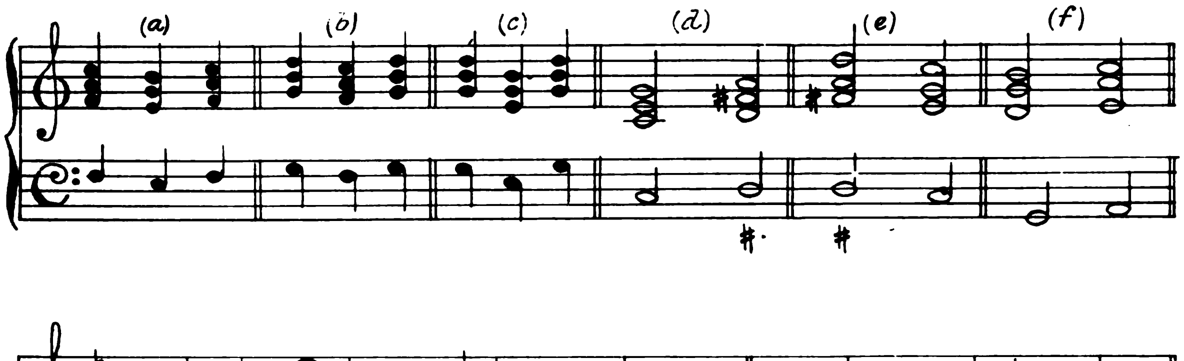
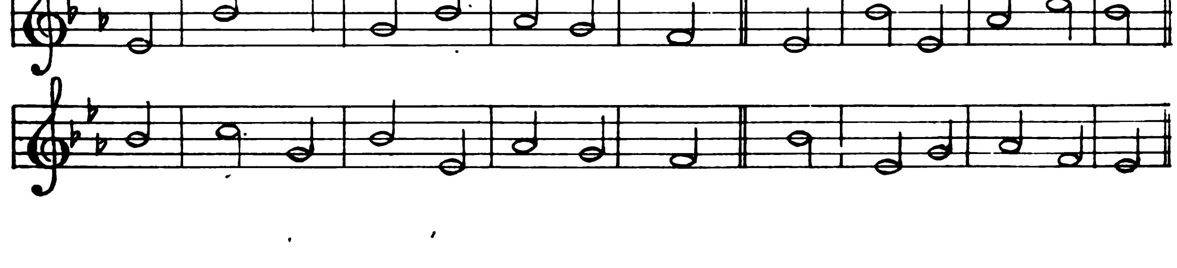


FIG. VII.



ALGEBRA.

22nd December—2 to 5.

*** All the details of the work must be given.

For Admission as Pupil-Teacher of the Second Class.

(One hour and a-half allowed.)

Maximum Marks.

8 1. Define and exemplify—Literal coefficient, exponent, dimension of a term, like terms, compound algebraical expression.

10 2. If $a = 1$, $b = -2$, $c = 3$, $d = 0$, find the numerical value of—

$$a^2b - ab^2c + ab^2c^3d^4 - \frac{3a}{b} + \sqrt{b^2c^2}.$$

10 3. By how much does the sum of $3x - 5y + 7z$ and $2x - 4y - 6z$ exceed their difference?

14 4. Multiply—

$$x^2 + 2xy + y^2 \text{ by } -2x^3y + y^4 + 3x^2y^2 + x^4 - 2xy^3.$$

12 5. Find the product of—

$$\tfrac{1}{3}x^2 - \tfrac{2}{3}x - \tfrac{3}{4} \text{ and } \tfrac{1}{2}x^2 + \tfrac{2}{3}x - \tfrac{3}{4}.$$

15 6. $(x^8 - y^8) \div x^3 + x^2y + xy^2 + y^3$.

6 7. Assuming n to be a whole number, state whether it is *odd* or *even* when—

(i.) $x^n + y^n$ is divisible without remainder by $x + y$.

(ii.) $x^n - y^n$,, ,, ,, $x + y$.

(iii.) $x^n - y^n$,, ,, ,, $x - y$.

For Admission as Pupil-Teacher of the Third Class.

(One hour and a-half allowed.)

11 1. Enunciate the "Rule of Transposition" as applied to the solution of equations; state the axioms on which it depends; and show the connection between the rule and the axioms, taking as an example the solution of $2x + 7 = 3x - 3$.

9 2. Simplify—

$$6[a - 2\{b - 3(c + d)\}] - 4[a - 3\{b - 4(c - d)\}].$$

9 3. Divide—

$$\frac{a^3}{27} - \frac{a^2}{12} + \frac{a}{16} - \frac{1}{64} \text{ by } \frac{a}{3} - \frac{1}{4}.$$

11 4. Solve—

$$\frac{x}{6} - \frac{5}{34}(x + 10) - \left(\frac{x}{8} - 3\right) = \frac{3x - 8\frac{1}{4}}{51} - 2\tfrac{1}{4}.$$

5 5. Simplify—

$$\frac{m^2}{8n} \times \frac{36p^3q^2}{81mn} \div \frac{15mpx^5}{27n^2x^3y}.$$

15 6. Find three consecutive numbers such that if the smallest be divided by 10, and the greatest by 8, the sum of the two quotients will be 24 less than the remaining number.

15 7. A sum of £5 10s. was paid in crowns, half-crowns, and shillings. The number of half-crowns used was six times the number of crowns and three times the number of shillings; how many were there of each?

For Admission as Pupil-Teacher of the Fourth Class.

(One hour and a-half allowed.)

5 1. Define Involution and Evolution. Show that no even power of any quantity can be negative.

10 2. Extract the square root of—

$$4x^2 + 9y^2 + 25z^2 + 12xy - 30yz - 20xz.$$

12 3. Find the cube root of—

$$x^6 - 9x^5 + 33x^4 - 63x^3 + 66x^2 - 36x + 8.$$

9 4. Resolve into factors—

$$8x^3 - 729y^6$$
$$x^2 - 6x - 247$$
$$1 - (7a - 3b)^2.$$

12 5. Solve—

$$\begin{cases} x - \dfrac{y}{5} = 6 \\ y - \dfrac{z}{7} = 8 \\ z - \dfrac{x}{2} = 10. \end{cases}$$

13 6. There are two silver cups, and one cover for both. The first cup without the cover weighs 12 oz., and with the cover weighs twice as much as the second cup without it; but the second cup with the cover weighs a third as much again as the first without it. Find the weight of the cover.

14 7. There is a number consisting of two figures whose sum is 7; and if 9 be added to the number the figures will change places. Find it.

For Admission as Teacher of the Third Class.

(Three hours allowed.)

Maximum Marks

1. Define Highest Common Factor, and show that, in the case of algebraical quantities, this term is more appropriate than Greatest Common Measure. 5

2. Reduce to lowest terms— 6

$$\frac{1 + x + x^3 - x^5}{1 - x^4 - x^6 + x^7}.$$

3. Resolve into factors— 6

$$x^4 - x^2 - 9 - 2a^2x^2 + a^4 + 6x;\quad 1000y^3 - 1;\quad 250(a - b)^3 + 2.$$

4. Divide— 6

$$\frac{x^3 - 6x^2 + 36x}{x^2 - 49} \text{ by } \frac{x^4 + 216x}{x^2 - x - 42}.$$

5. Simplify— 6

$$\frac{x}{x^2 - y^2} - \frac{y}{x^2 + y^2} + \frac{x^3 + y^3}{y^4 - x^4} + \frac{xy}{(x + y)(x^2 + y^2)}.$$

6. Find the cube root of— 8

$$\frac{x^3}{y^3} + \frac{6x^2}{y^2} + \frac{9x}{y} - 4 - \frac{9y}{x} + \frac{6y^2}{x^2} - \frac{y^3}{x^3}.$$

7. Solve— 8

$$\begin{cases} \dfrac{1}{x} + \dfrac{1}{y} + \dfrac{1}{z} = 36 \\ \dfrac{1}{x} + \dfrac{3}{y} - \dfrac{1}{z} = 28 \\ \dfrac{1}{x} + \dfrac{1}{3y} + \dfrac{1}{2z} = 20 \end{cases}$$

8. Find the value of a in 4

$$\frac{x + 4}{x} - \frac{a(29x - 21)}{4x - 5} = \frac{19x + 24}{6x},$$

when $x = \frac{1}{2}$ satisfies the equation.

9. Given two numbers such that the difference of their squares is double of their sum, show that their product will be less than the square of the greater by twice the greater. 6

10. Find three numbers, A, B, and C, such that A with half of B, B with a third of C, and C with a fourth of A, may each be 1,000. 10

11. A man walks 35 miles, partly at the rate of 4 miles an hour, and partly at 5; if he had walked at 5 miles an hour when he walked at 4, and *vice versâ*, he would have covered two miles more in the same time. Find the time he was walking. 10

For Admission as Teacher of the Second Class.

(Three hours allowed.)

1. Assuming m and n to be positive integers, prove that $a^m \times a^n = a^{m+n}$, and that $(a^m)^n = a^{mn}$. Show also that $a^{\frac{m}{n}} = \sqrt[n]{a^m}$, $a^0 = 1$, and $a^{-n} = \dfrac{1}{a^n}$. 5

2. What quantity multiplied by itself becomes— 5

$$29 + 6\sqrt{22}?$$

3. Show that— 5

$$\frac{15}{\sqrt{10} + \sqrt{20} + \sqrt{40} - \sqrt{5} - \sqrt{80}} = \sqrt{5}\,(1 + \sqrt{2}).$$

4. Solve— 7

$$\begin{cases} x^3 - y^3 = 208 \\ xy(x - y) = 48. \end{cases}$$

5. If m and n be the roots of $ax^2 + bx + c = 0$, construct the equation whose roots are $\dfrac{1}{m}$ and $\dfrac{1}{n}$. 8

6. If b is a mean proportional between a and c, show that $4a^2 - 9b^2$ is to $4b^2 - 9c^2$ in the duplicate ratio of a to b. 7

7. Divide 183 into three parts in Geometrical Progression, such that the sum of the first and third is $2\frac{1}{20}$ times the second. 7

8. Out of 12 Conservatives and 16 Liberals how many different committees could be formed, each consisting of 3 Conservatives and 4 Liberals? 7

9. Show that $\log \frac{11}{15} + \log \frac{490}{297} - 2 \log \frac{7}{9} = \log 2$. 6

10. Find the $(r + 1)^{th}$ term of $(1 - x)^{-4}$. 9

11. A and B are two stations 300 miles apart. Two trains start simultaneously from A and B, each to the opposite station. The train from A reaches B nine hours, and the train from B reaches A four hours, after they meet. Find the rate per hour at which each train travels. 9

FOR EXAMINATION AS TEACHER OF THE FIRST CLASS, 1899.

ENGLISH LANGUAGE AND LITERATURE.

(Paper I.)

19*th December*—9·30 *to* 12·30.

1. (*a*) Give the English cognates of the following words—*Domare, pullus, fui, gelu, tenuis, cornu;* and show how they illustrate Grimm's law.

(*b*) Explain the apparent violations of that law in the following cases—*τέσσαρες, four; anser, goose; tego, thatch; stella, star.*

2. Compare the conditions of civilisation reached by the early Indo-Europeans and the early Teutons, as reconstructed on the evidence of language.

3. Explain historically the methods of forming the past (the older perfect) in strong and weak verbs.

4. Sketch the history of English dialects from before the Conquest till the 14th Century.

5. Discuss briefly the characteristics, position, and history of Norman French in England.

6. In what respects did the grammar of 16th Century English differ most markedly from our own?

7. Describe the position of English dialects in the present day.

8. Discuss the history of the progressive forms of the verb which make use of words ending in *ing*.

9. Translate into good modern English the following passages—

(*a*) Bretons of Walys herde wel how
That the Englische the monkes slow;
They gadered them to consail
How to venge that tyrpayl.
Thre noble men were in that cite,
Tho thre made a great semble;
Tho thre weren alle kynges,
& of the Bretons lordynges:
Bledryk, of Cornewaille was sire,
& lord ouer al Deueneschire,
Als the water of Ex rennes
ffro the hed,—ther men hit kennes,—
Vnto the se ther hit gos yn;

(*b*) And beȝonde theise Yles, there is another Yle, that is clept Pytan. The folk of that Contree ne tyle not, ne laboure not the Erthe: for thei eten no manere thing: and thei ben of gode colour, and of faire schap, aftre hire gretnesse: but the smale ben as Dwerghes; but not so lytylle as ben the Pigmeyes. Theise men lyven be the smell of wylde Apples: and whan thei gon ony fer weye, thei beren the Apples with hem. For ȝif thei hadde lost the savour of the Apples, thei scholde dyen anon. Thei ne ben not fulle resonable: but thei ben symple and bestyalle.

(*c*) Bribes may be assembled to pitch, for euen as pytche dothe pollute theyr handes that medle with it: so brybes wyl brynge you to peruertynge of iustyce. Beware of pytch, you iudges of the worlde, brybes wyl make you peruert iustice. Why you wil say We touche none. No mary. But my Mystres your wyfe hath a fyne fynger she toucheth it for you or els you haue a seruant a Muneribus he wyl say yf you wyl come to my master and offer him a yoke of oxen, you shal spede neuer the worsse but I thincke my Mayster wil take none, when he hath offered them to y^{e} maister, then commes another seruant and sayes. If you wylbring them to the clarke of the kichen you shallbe remembred the better. Thys is a fryerly fassion that wyll receyue no monye in theyr handes but wyll haue it put vpon theyr sleues.

FRENCH.

Paper III.—Prose.

19*th December*—9·30 *to* 12·30.

Translate into French:—

1. I am at present writing this in a house situated on the banks of the Hebrus, which runs under my chamber window. My garden is all full of cypress trees, upon the branches of which several couple of true turtles are saying soft things to one another from morning to night. The summer is already far advanced in this part of the world; and for some miles round Adrianople the whole ground is laid out in gardens, and the banks of the rivers are adorned with rows of fruit-trees, under which all the most considerable Turks divert themselves every evening; not with walking, which is not one of their pleasures; but a party of them choose out a green spot, where the shade is very thick, and there they spread a carpet, on which they sit drinking their coffee, and are generally attended by some slave with a fine voice or who plays on some instrument. Every twenty paces you may see one of these little companies listening to the music; and this taste is so universal that the very gardeners are not without it. I have often seen them and their children sitting on the banks of the river and playing on a rural instrument, composed of unequal reeds, which gives forth a simple but very agreeable sound.

2. We had in this village more than twenty years ago an idiot boy who from his childhood showed a strong predilection for bees: they were his food, his amusement, his main object. And as people of this cast have seldom more than one point in view, so this lad exerted all his faculties on this one pursuit. In the winter he dozed away his time, within his father's house, by the fire-side, in a kind of torpid state, seldom departing from the hearth; but in summer he was all alert, and away in quest of his game in the fields and on sunny banks. Bees and wasps were his prey wherever he found them. He had no fear for their stings, but would seize them with his naked hands, at once disarm them of their weapons, and suck their bodies for the sake of their honey-bags. As he ran about he used to make a humming noise with his lips resembling the buzzing of bees. This lad was lean and sallow, and of a cadaverous complexion; and except in his favourite pursuit, in which he was wonderfully adroit, discovered no manner of understanding.

3. As, in the triumph of Christianity, the old religion lingered latest in the country, and died out at last as but paganism—the religion of the villagers—before the advance of the Christian Church; so, in an earlier century, it was in places remote from town-life that the older and purer forms of paganism itself had survived the longest. While, in Rome, new religions had arisen with bewildering complexity about the dying old one, the earlier and simpler patriarchial religion—"the religion of Numa," as people loved to fancy—lingered on with little change amid the pastoral life, out of the habits and sentiments of which so much of it had grown. A religion of usages and sentiments rather than of facts and beliefs, and attached to very definite things and places, it was in natural harmony with the temper of a quiet people amid the spectacle of rural life: like that simpler faith between man and man, which Tibullus expressly connects with the period when, with an inexpensive worship, the old wooden gods had been still pressed for room in their homely little shrines.

GERMAN II.

Set Books.

19*th December*—9·30 *to* 12·30.

1. Translate—

(*a*) O! vermengen Sie mich ja nicht, mein Prinz, mit der Närrin, deren Wort ich führe, aus Mitleid führe. Denn gestern, wahrlich, hat sie mich sonderbar gerührt. Sie wollte von ihrer Angelegenheit mit Ihnen gar nicht sprechen. Sie wollte sich ganz gelassen und kalt stellen. Aber mitten in dem gleichgültigsten Gespräche entfuhr ihr eine Wendung, eine Beziehung über die andere, die ihr gefoltertes Herz verrieth. Mit dem lustigsten Wesen sagte sie die melancholischsten Dinge: und wiederum die lächerlichsten Possen mit der allertraurigsten Miene. Sie hat zu den Büchern ihre Zuflucht genommen; und ich fürchte, die werden ihr den Rest geben.

(*b*) Marinelli! Doch, Sie sollen mich nicht wild machen. Es sey so—Es ist so! Und das wollen Sie doch nur sagen: der Tod des Grafen ist für mich ein Glück—das grösste Glück, was mir begegnen konnte, das einzige Glück, was meiner Liebe zu statten kommen konnte. Und als dieses—mag er doch geschehen seyn, wie er will! Ein Graf mehr in der Welt, oder weniger! Denke ich Ihnen so recht? Topp! auch ich erschrecke vor einem kleinen Verbrechen nicht. Nur, guter Freund, muss es ein kleines stilles Verbrechen, ein kleines heilsames Verbrechen seyn. Und sehen Sie, unseres da wäre nun gerade weder stille noch heilsam. Es hätte den Weg zwar gereinigt, aber zugleich gesperrt. Jedermann würde es uns auf den Kopf zusagen, und leider hätten wir es gar nicht einmal begangen!

2. Translate—

(*a*) Nun schwang die Göttin sich zum Chor
Der Feiernden im Gotteshaus empor,
Und griff mit mächt'ger Faust
Ins Orgelspiel. Die Töne flogen
Brausend empor ; so braust
Der Ocean mit seinen Wogen—
Und Halleluja donnerte der Chor
In Fugen zum Himmel empor.
Göttin der Tonkunst, aus purpurnen Schwingen,
Kamst du von Sion zu Menschen herab !

(*b*) Im Felde schleich' ich still und wild.
Gespannt mein Feuerrohr,
Da schwebt so licht dein liebes Bild,
Dein süsses Bild mir vor.
Du wandelst jetzt wohl still und mild
Durch Feld und liebes Thal,
Und, ach ! mein schnell verrauschend Bild,
Stellt sich dir's nicht einmal ?

(*c*) Warum ich wieder zum Papier mich wende ?
Das musst du, Liebster, so bestimmt nicht fragen,
Denn eigentlich hab' ich dir nichts zu sagen ;
Doch kommt's zuletzt in deine lieben Hände.
Weil ich nicht kommen kann, soll, was ich sende,
Mein ungetheiltes Herz hinüber tragen
Mit Wonnen, Hoffnungen, Entzücken, Plagen :
Das alles hat nicht Anfang, hat nicht Ende.

(*d*) Wer je sich in ein Labyrinth begeben,
Aus dem der Ausweg nimmermehr zu finden,
Wen Liebe darum nur gesucht zu binden,
Um der Verzweiflung dann ihn hinzugeben ;
Wer jeden Blitz beschwor, ihn zu zerstören,
Und jeden Strom, dass er hinweg ihn spüle
Mit allen Qualen, die sein Herz empören,
Und wer den Todten ihre harten Pfühle
Missgönnt, wo Liebe nicht mehr kann bethören,
Der kennt mich ganz und fühlet, was ich fühle.

3. Translate—

(*a*) Privatstunden, welche sich nach und nach vermehrten, teilte ich mit Nachbarskindern. Dieser gemeinsame Unterricht förderte mich nicht ; die Lehrer gingen ihren Schlendrian, und die Unarten, ja manchmal die Bösartigkeiten meiner Gessellen, brachten Unruh, Verdruss und Störung in die kärglichen Lehrstunden. Chrestomathien, wodurch die Belehrung heiter und mannigfaltig wird, waren noch nicht bis zu uns gekommen. Der für junge Leute so starre Cornelius Nepos, das allzu leichte und durch Predigten und Religionsunterricht sogar trivial gewordene Neue Testament, Cellarius und Pasor konnten uns kein Interesse geben ; dagegen hatte sich eine gewisse Reim-und Versewut durch Lesung der damaligen deutschen Dichter unser bemächtigt. Mich hatte sie schon früher ergriffen, als ich es lustig fand, von der rhetorischen Behandlung der Aufgaben zu der poetischen überzugehen.

(*b*) Früher und von mir kaum noch mit Augen gesehen, machte Johann Michael von Loen in der litterarischen Welt sowie in Frankfurt ziemliches Aufsehen. Nicht von Frankfurt gebürtig, hatte er sich daselbst niedergelassen und war mit der Schwester meiner Grossmutter Textor, einer gebornen Lindheim, verheiratet. Bekannt mit der Hof- und Staatswelt und eines erneuten Adels sich erfreuend, erlangte er dadurch einen Namen, dass er in die verschiedenen Regungen, welche in Kirche und Staat zum Vorschein kamen, einzugreifen den Mut hatte. Er schrieb den "Grafen von Rivera," einen didaktischen Roman, dessen Inhalt aus dem zweiten Titel : "oder der ehrliche Mann am Hofe" ersichtlich ist.

(*c*) Der Königslieutenant wohnte noch immer in unserm Hause. Er hatte sein Betragen in nichts geändert, besonders gegen uns ; allein es war merklich, und der Gevatter Dolmetsch wusste es noch deutlicher zu machen, dass er sein Amt nicht mehr mit der Heiterkeit, nicht mehr mit dem Eifer verwaltete wie anfangs, obgleich immer mit derselben Rechtschaffenheit und Treue. Sein Wesen und Betragen, das eher einen Spanier als einen Franzosen ankündigte, seine Launen, die doch mitunter Einfluss auf ein Geschäft hatten, seine Unbiegsamkeit gegen die Umstände, seine Reizbarkeit gegen alles, was seine Person oder Charakter berührte, dieses zusammen mochte ihn doch zuweilen mit seinen Vorgesetzten in Konflikt bringen. Hiezu kam noch, dass er in einem Duell, welches sich im Schauspiel entsponnen hatte, verwundet wurde, und man dem Königslieutenant übel nahm, dass er selbst eine verpönte Handlung als oberster Polizeimeister begangen. Alles dieses mochte, wie gesagt, dazu beitragen, dass er in sich gezogner lebte und hier und da vielleicht weniger energisch verfuhr.

(*d*) Vielleicht möchte jemand fragen, warum ich diese allgemein bekannten, so oft wiederholten und ausgelegten Geschichten hier abermals umständlich vortrage. Diesem dürfte zur Antwort dienen, dass ich auf keine andere Weise darzustellen wüsste, wie ich, bei meinem zerstreuten Leben, bei meinem zerstückelten Lernen, dennoch meinen Geist, meine Gefühle auf einen Punkt zu einer stillen Wirkung versammelte ; weil ich auf keine andere Weise den Frieden zu schildern vermöchte, der mich umgab, wenn es auch draussen noch so wild und wunderlich herging.

4. Translate (at sight)—

Im Erdgeschoss befand sich der Laden, über dem ein schwarzes Schild in Goldbuchstaben die Inschrift trug : Schuh- und Stiefelfabrik von Gottfried Feyertag. Den grossen braunen Reiterstiefel und den rothen Pantoffel, die unsprünglich links und rechts daneben gemalt waren, hatte der Meister überstreichen lassen, da es ihm ärgerlich war, sie immer noch sehen zu müssen, nachdem die alten Façons aus der Mode gekommen waren. Denn auch in seinem Handwerk ging es mit der Zeit vorwärts und er konnte unmöglich, so oft die Mode wechselte, eine Correctur auf seinem Ladenschilde anbringen. Hier unten übrigens liess er seiner Frau das Regiment, da er selbst den grössten Theil des Tages hinten in der Werkstatt war und ein scharfes Auge auf seine vier oder fünf Gesellen hatte. Ein schmaler Hausflur führte an dem Laden vorbei und ein enges, brunnenartiges Höfchen, in dessen Mitte sich ein hochaufgeschossener Akazienbaum erhob, bis zur Dreiviertelshöhe aus Mangel an Luft und Sonne abgestorben und nur am Wipfel noch mit blassgrünen, schwindsüchtigen Blättern geziert, die jeden Herbst ein paar Wochen früher gelb wurden, als alles andere Laub. In einem Winkel, neben dem Pumpbrunnen, hatte das Töchterchen des Hauses, da sie noch ein Schulkind war, sich eine Laube bestellt, vom Obergesellen aus dünnen Stangen kunstlos zusammengenagelt und mit bunten Bohnen umrankt, die zwar pflichtschuldigst jeden Sommer blühten, aber in den besten Jahren nie mehr als eine Handvoll verkümmerter Böhnchen lieferten.

CONSTITUTIONAL HISTORY OF ENGLAND.

(Paper I.)

19th December—9·30 *to* 12·30.

You are recommended to answer EIGHT *questions.*

1. "Our English nation is the combined product of several populations." Explain this statement, and show the importance of the fact in constitutional history.

2. "The principles of our Constitution have been in existence ever since we, the English nation, have been in existence." Explain.

3. "Both the democratic and the aristocratic principles entered largely into the Anglo-Saxon polity." Explain.

4. Sketch the history of Feudalism in England from 1066 to 1215.

5. Show the importance of the Provisions of Oxford (1258), the Parliament of 1265, the Parliament of 1295, and the Confirmatio Cartarum (1297).

6. Trace the growth of the idea of ministerial responsibility to the time of the Lancastrians.

7. Examine the character of "The Tudor Despotism," and account for the fact that it did not become the permanent Government of England.

8. Describe the Government of England between the years 1629 and 1640.

9. Sketch the history of the Long Parliament, and consider to what extent its work became a permanent part of the English Constitution.

10. Explain the constitutional importance of the accession to the Hanoverians.

11. Explain the constitutional policy of George III.

12. What do you understand by "Democracy ?" What are the chief measures by which the English constitution has, during the present century, been made more "democratic" in character ?

ALGEBRA.

19th December—9·30 *to* 12·30.

1. Divide $x^3(y^2-z^2)+y^3(z^2-x^2)+z^3(x^2-y^2)$ by $y^2(x+z)-z^2(x+y)$

2. Prove that any factor common to A and B is also a factor of $m\mathrm{A} \pm n\mathrm{B}$.

If x^2+px+q and x^3+px^2+px+q have a common factor of the first degree, then $p=q+1$ and the L.C.M. of the two expressions is

$$(x+q)(x+1)(x^2+x+1).$$

3. Solve the equations

(i) $ab(x-a)(x-b)=1+(a-b)x$

(ii) $x^2+x+\frac{1}{x}+\frac{1}{x^2}=6\frac{3}{4}$

(iii) $\left.\begin{array}{l} x(x^2-y^2)=6y \\ 2y(x^2+y^2)=5x \end{array}\right\}$

4. Shew that $1^2+2^2+3^2+\ldots+n^2=\frac{n(n+1)(2n+1)}{6}$

If s_n represent the sum of n terms of the series $1+4+7+10+\ldots$, shew that

$$s_1+s_2+s_3+\ldots+s_n=\tfrac{1}{2}n_2(n+1).$$

5. The sum of the first four terms of a geometric progression is $1\frac{13}{27}$, and each term is equal to twice the sum to infinity of all the terms following it ; find the series.

6. Find the number of combinations of n unlike things, r together.

If m is the number of combinations of n things two together, then the number of combinations of m things two together is three times the number of combinations of $n+1$ things four together.

7. Show how to find the coefficient of x^{2n} in the expansion of
$$(x+x^2+x^3+x^4+x^5+x^6)^n.$$

In how many different ways may a total of 13 be thrown with three ordinary dice?

8. Prove that $\log_e(1+x)=x-\frac{1}{2}x^2+\frac{1}{3}x^3-\frac{1}{4}x^4+\ .\ .\ .$

also that $\log x=\frac{x-1}{x+1}+\frac{x^2-1}{2(x+1)^2}+\frac{x^3-1}{3(x+1)^3}+\ .\ .\ .\ .$

9. Resolve $\frac{7+9x-34x^2}{4(1-3x)(1-4x)(1+2x)}$ into partial fractions, and find the general term when the fraction is expanded in ascending powers of x.

10. Find the sum to n terms of the series
$$1\,.\,2\,.\,4+2\,.\,3\,.\,5+3\,.\,4\,.\,6+\ .\ .\ .\ .$$
and the sum to infinity of
$$1+\frac{2\,.\,2x}{1+x}+\frac{3\,.\,4x^2}{(1+x)^2}+\frac{4\,.\,8x^3}{(1+x)^3}+\frac{5\,.\,16x^4}{(1+x)^4}+\ .\ .\ .\ .$$

11. Three persons agree to decide a match by each in turn throwing a die, the first who throws six to take the prize. Compare the values of the expectations of each.

If the prize is worth £91, show that to equalise their expectations the man having first throw should pay 6s. 8d. to the one having second throw and £5 6s. 8d. to the third.

BOTANY.

Paper I.

19th December—9·30 *to* 12·30.

1. Give an account of the various modes of cell-formation in plants.

2. Describe the following forms of fruits, giving examples of each:—Legume, siliqua, schizocarp, pseudosyncarp, septifragal capsule.

3. Give an account of the process of absorption by the roots. Explain how each of the following elements is received into the plant:—Nitrogen, sulphur, carbon, hydrogen, iron.

4. Describe the structure of the ovule and the development of embryo in the Gymnosperms.

5. Give an account of the Schizomycetes or Bacteriaceæ as regards (1) form and structure (2), multiplication (3), the conditions under which they live.

6. Compare the sexual generation of a Moss with that of a Fern.

ENGLISH II.

Set Books.

19th December—2 *to* 5.

1. Discuss Shakespeare's attitude to women, their place, character and rights in the *Comedy of Errors.*

2. "Bassanio is a needy fortune-hunter."

Comment on this statement.

3. "In lending the money on the security of the pound of flesh, Shylock might count on benefiting himself, however matters turned out."

Explain and illustrate this.

4. "The Revolt of Lucifer against the Deity is like the Revolt of the Puritans against Charles I."

How far is this saying true? Can you point out any fundamental differences between the two cases?

5. "Milton's war in Heaven is, despite the gigantic scale, quite materialistic and terrestrial."

Discuss and criticise this.

6. "With respect to you, ye legislators, ye civilisers of mankind, ... be it spoken, your regulations have done more mischief in cold blood than all the rage of the fiercest animals in their greatest terrors and furies has ever done or ever could do."

How does Burke work out this ironical thesis?

7. What function have the songs between the cantos in the *Princess!*

8. Explain the following quotations:—

(a) An you use these blows long I must get a sconce for my head, and insconce it too.

(b) If any man in Italy have a fairer table, which doth offer to swear upon a book, I shall have good fortune.

(c) He bringeth sensible regrets.

(d) Clouds began
To darken all the hill, and smoke to roll
In dusky wreaths, reluctant flames.

(e) That such resemblance of the Highest
Should yet remain where faith and realty
Remain not!

(f) A meditation on the conduct of political societies made old Hobbs imagine that war was the state of nature.

(g) I sat down and wrote
In such a hand as when a field of corn
Bows all its ears before the roaring East.

(h) She
That taught the Sabine how to rule, and she
The foundress of the Babylonian wall.

TRIGONOMETRY.

19th December—2 *to* 5.

1. Trace the changes in sign and magnitude in $\sin 3\theta$ as θ changes from 0 to π.

2. Prove that

(i.) $\operatorname{cosec} 2A+\cot 4A=\cot A-\operatorname{cosec} 4A.$

(ii.) $2\tan^{-1}\frac{1}{7}+\tan^{-1}\frac{17}{31}=\frac{\pi}{4}.$

3. Find an expression for all the angles which have the same cosine as a given angle, and explain the ambiguity when $\sin A$ and $\cos A$ are found from $\cos 2A$.

Solve completely
$$\cos 3\theta+\cos 2\theta+\cos\theta=0.$$

4. In any triangle

(i.) $\tan\frac{B-C}{2}=\frac{b-c}{b+c}\cot\frac{A}{2}.$

(ii.) $\cot A+\cot B+\cot C=\cot A\cot B\cot C+\operatorname{cosec} A\operatorname{cosec} B\operatorname{cosec} C.$

5. Show how to solve a triangle having given two sides and the angle opposite one of them. Discuss the various cases that arise.

If b, c, C are given, and the areas of the two triangles fulfilling the given conditions are as 2 : 1, show that
$$\sin C=\sqrt{\frac{9c^2-b^2}{2b\sqrt{2}}}.$$

6. Find formulæ for the radii of the incircle and circumcircle of a triangle.

Prove, with the usual notation,

(i.) $a\cos A+b\cos B+c\cos C=4R\sin A\sin B\sin C.$

(ii.) $2(R+r)=a\cot A+b\cot B+c\cot C.$

7. An observer on a horizontal plane passing through the foot of a column of height a, observes that both it and a statue standing on the top of it subtend the same angle α. Find the height of the statue.

If the angle subtended by the column was correctly measured, but an error of θ radians was made in observing that subtended by the statue, show that the resulting error in the computed height of the statue is approximately
$$a\theta\cot\alpha\sec^2 2\alpha.$$

8. Prove that, for all values of n,
$\cos n\phi+\sqrt{-1}\sin n\phi$ is a value of $(\cos\phi+\sqrt{-1}\sin\phi)^n$.

Find the real quadratic factors of x^5+1.

9. Prove that
$$\theta=\tan\theta-\frac{\tan^3\theta}{3}+\frac{\tan^5\theta}{5}\ .\ .\ .$$

10. Sum the series

(i.) $\sin 3\theta\sin\theta+\sin 6\theta\sin 2\theta+\sin 12\theta\sin 4\theta\ .\ .\ .$ to n terms.

(ii.) $\cos\theta+\sin\theta\cos 2\theta+\frac{\sin^2\theta\cos 3\theta}{2!}+\ .\ .\ .\ .$ to infinity.

ANIMAL PHYSIOLOGY.

Part I.

19th December—2 *to* 5.

N.B.—Only FIVE *of the following questions are to be attempted.*

1. Write an account of the position of physiology among the group of the biological sciences. What does physiology teach?

2. Tooth—
   - (*a*) Describe the structure of the tooth, and
   - (*b*) Show why the teeth are grouped into temporary and permanent.

9. Respiratory System—
   - (*a*) Tell what you know as to the nervous mechanism of inspiration and expiration.
   - (*b*) Explain the mechanism of a cough, and compare it with that of a sneeze.

4. Circulatory System—
   - (*a*) Describe the valves of the heart and of the great arteries.
   - (*b*) Describe the cardiac cycle.
   - (*c*) In what ways may the heart be inhibited or stopped physiologically?

5. Nerve Fibres—
   - (*a*) Describe the structure of a white nerve fibre.
   - (*b*) How is the function of a nerve determined experimentally, and show how these methods have been applied to the determination of the functions of the roots of the spinal nerves.

6. Voice and Audition—
   - (*a*) Show how the voice is produced in man, and
   - (*b*) How, falling upon the ear, it excites the sensation o sound.

BOTANY.

Paper II.

19th December—2 to 5.

1. Enumerate the distinguishing features of the order Proteaceæ. Mention five of the genera, and describe one genus and one species.

2. Give the distinctive characteristics of the sub-orders of Leguminosæ, with examples of each.

3. Give a general account of the order Myrtaceæ, with a more special description of Eugenia and Eucalyptus.

4. Give the distinguishing characteristics of the order Gramineæ, with an account of the special features of Panicum or some other genus.

ENGLISH III.

History of Literature, 1727 to 1760.

20th December—9·30 to 12·30.

1. Describe the literary productions of Pope, which fall within this period.

2. Mention and characterise the chief religious writers of the time.

3. What poets in this period especially cultivate (*a*) blank verse, and (*b*) the Spenserian stanza? In what is the employment of these measures significant?

4. Give a short sketch of the lives of Richardson and Fielding.

5. Tell what you know of the most remarkable works in philosophy which appeared during this period.

6. "The best English odes belong to the 18th Century." Discuss this and mention the most famous writers in this style.

7. Briefly describe the following works:—*The Chase, The Beggar's Opera, Douglas, The Vanity of Human Wishes, Tristram Shandy, Ferdinand Count Fathom.*

8. In what departments of literature was the best work done in this period? Can you suggest reasons and explanations.

GEOLOGY.

(Paper I.)

20th December—9·30 to 12.

1. Explain briefly the meaning of the following:—Perlitic Structure; Contact-Metamorphism; Concretion; *Globigerina* Ooze; Chalybeate Spring; Crystallites; Gneiss; Anchor-ice Ground-ice).

2. Write a short account of the following minerals, and mention the most important rocks which they contribute to form:—Quartz; Horneblende; Mica; Olivine; Felspar; Magnetite.

3. Summarise what is known as to the probable condition of the earth's interior.

4. "The lateral pressure to which rocks are subjected must result, when it is intense, in rupturing the strata and making them slip and form *reversed faults*. The stretching felt locally during earth-movement will also give rise to normal or *tension-faults*." Explain this and illustrate with sketches, and show that trough faults also can be formed only in portions of the earth's crust which are being stretched.

5. Explain and illustrate the stratification and nature of sedimentary marine deposits formed of material derived from the denudation of a granite area, under the following conditions respectively:—(1) Shore line stationary. (2) Shore line rising. (3) Shore line slowly sinking.

6. Describe the exact methods by which the sea destroys land, and compare the respective powers of (1) rivers and (2) of the sea as denuding agents.

7. Describe the chief varieties of rock which are formed by plants, and describe and illustrate with sketches the chief rock-forming plants.

8. Explain and illustrate the following, if possible giving examples from some districts known to yourself:—Interstratified Volcanic Sheets; Intrusive Volcanic Sheets; Volcanic Neck; Volcanic dyke; Granite boss; Mineral Vein.

EUROPEAN HISTORY.

(Paper II.)

20th December—2 to 5 p.m.

You are recommended to answer EIGHT *questions.*

1. What do you understand by the "Renascence?" Show shortly its influence in Italy.

2. What is meant by the "Catholic Counter-Reformation?" Sketch shortly the history of the movement.

3. Explain the importance of the Confession of Augsburg, the League of Schmalkalde, the Treaty of Passau.

4. Explain the theological views of Calvin, and their influence in politics.

5. Sketch the career of William of Orange.

6. Describe the policy of Richelieu (*a*) in France (*b*) in Europe. Explain his attitude towards the Protestants in both instances.

7. What do you consider were the permanent results in the history of France of the reign of Louis XIV.?

8. Trace shortly the stages by which Russia became a European Power of first-rate importance.

9. Describe the condition of Germany about 1789.

10. Shortly sum up the chief differences between the state of Europe in 1789 and the state of Europe in 1815.

11. Show shortly the importance of the year 1848 in European history.

12. Give an account of the foreign policy of Napoleon III.

ANIMAL PHYSIOLOGY.

(Paper II.)

20th December—2 to 5.

N.B.—Only FIVE *of the following questions are to be attempted.*

1. The Saliva—
   (*a*) How and on what foodstuffs does it act?
   (*b*) Explain the way in which it is formed.
   (*c*) Where and how are the products of its action absorbed into the body?

2. The Blood—
   (*a*) State approximately the chemical composition of the blood.
   (*b*) Enumerate its functions.
   (*c*) How and why does venous blood differ from arterial?

3. Circulatory System—
   (*a*) Show how a blush is produced, and how a person blanches or grows pale.
   (*b*) (As distinct from the differences in the blood itself.) What are the differences between the circulation in the arteries and that in the veins?

4. The Urine—
   (*a*) What is its chief organic constituent? And tell what you know as to the formation of this substance in the body.
   (*b*) Name the different parts of the channels along which the urine passes from the time of its first formation until it reaches the bladder.

5. Animal Heat—
   (*a*) How and where is heat generated and lost in the body?
   (*b*) Explain fully the part played by the skin as regards the loss of heat.

6. The Nervous System—
   Trace from beginning to end the course followed by a voluntary motor nerve impulse.

GEOLOGY.

(Paper II.)

20th December—2 to 5.

1. In what rocks do the following first appear, and what are the chief of the early fossil genera which represent them:—Corals; Mammalia; Insects; Brachiopods; Cephalopods?

2. What are the following fossils, and of what geological horizons are they characteristic:—*Monograptus; Schizodus; Trigonia; Pterichthys: Micraster; Labyrinthodont; Fusulina; Asaphus; Walchia; Heliolites; Strophalosia; Beryx; Orthoceras; Ventriculites?*

3. Mention the chief plants which are characteristic respectively of (i.) the Tertiary, and (ii.) of the Mesozoic, and (iii.) of the Palæozoic Floras of the World.

4. Describe and illustrate the nature of the strata which would form under the following circumstances:—(i.) On a granite floor in a shallow tropical sea basic volcanic eruptions take place, and a large cone and crater are built up above sea level. (ii.) Slow subsidence ensues. (iii.) A large freshwater lake, which had gathered in the crater, is eventually depressed to sea level and becomes salt. (iv.) The sunk crater is eventually re-elevated. What evidence would the strata be likely to afford of such past geographical changes?

5. Write a short account of each of the following, and mention their range in geological time:—Trilobites; Deinosaurs; Graptolites; Pterosaurs; Polyzoa; Ammonites.

6. What are the chief (*a*) physical and (*b*) palæontological evidences for the prevalence of a cold climate during the Great Ice Age of the Northern Hemisphere?

7. Describe the chief organic remains occurring in the Cambrian rocks.

8. Describe any fossils characteristic of the Permian System. What rocks in Australia are of about this geological age, where are they developed, and what are their characteristic fossils?

EXAMINATION FOR GRAMMAR SCHOOL SCHOLARSHIPS, 1899.

GEOGRAPHY.

19th December—9·30 *to* 12·30.

* * The maps must be as large as the foolscap page will admit. Each should have a sheet to itself: and the long way of the map should be the long way of the paper.

Maximum Marks.

8 1. Draw a map to show the outline of the Irish Sea, and of the islands within it; six capes and six inlets on the Irish or Scotch coasts; and six ports on the English or Welsh coasts.

8 2. Draw a map of the North Island of New Zealand, marking the position of the following settlements—Russell, Wangarei, Onehunga, Wanganui, Foxton, Napier, Gisborne, and Tauranga.

8 3. (*a*) Name the hills and rivers, the capes and inlets, the sea and river ports, and the islands adjoining the coast, of that part of England south of a line joining Tewkesbury, at the junction of the Avon and Severn, with Harwich, on the estuary of the Stour and Orwell.

5 (*b*) What are Cheltenham, Canterbury, Reading, Southampton, Salisbury, Penzance, Torquay, Brighton, Bridgewater, and Exmoor noted for?

10 4. Where are Aberdeen, Arbroath, Dumfermline, Dundee, Galashiels, Hawick, Kilmarnock, Paisley, Peterhead, and Wick: and what are they noted for?

15 5. Describe briefly the industries of Ireland: and name ten of its ports, with their situation.

15 6. Write notes on the following topics, connecting them with the geography of Australia—(*a*) tick fever, (*b*) pearl fisheries, (*c*) Pacific cable, (*d*) Japanese immigration, (*e*) the time of day, as regulated for the Australian colonies, respectively.

16 7. Describe the traffic carried on in the coastal steamers of Australia, showing what commodities are loaded and discharged at the ports severally in the course of a trip from Melbourne to Thursday Island and back.

15 8. Name in order—(*a*) the inlets of the Mediterranean Sea and the countries washed by these waters, with the names and situations of their capitals; (*b*) the lakes of Africa, with the rivers flowing into or out of them; (*c*) the republics of America (exclusive of the United States), with their political capitals and their commercial ports.

100

ARITHMETIC.

19th December—2 *to* 5.

⁎ All the details of the work must be given, and each answer should be indicated plainly.

6 1. To each of 153 persons is given the same number of pennies; and the sum distributed is between £5 and £5 10s.: what is the sum, and how many pennies does each person get?

10 2. Find the cost of carpeting a room, 21 feet long by 16 feet wide, with carpet three-quarters of a yard wide, at 5s. 3d. a yard. A margin of 1 foot 3 inches wide is to be left uncarpeted all round the room. How many widths of carpet will there be, and what will be the length of each?

8 3. A man gives $\frac{1}{32}$ of his income in charity, spends $\frac{7}{12}$ of it for his personal expenses, and pays $\frac{1}{16}$ of it for rates and taxes. There remains £473 5s. What is his gross income?

9 4. Simplify—

$$\frac{2\frac{1}{2}}{2\frac{1}{2}-\dfrac{2\frac{1}{3}}{1\frac{1}{2}-\frac{1}{4}}}+\frac{3}{3-\dfrac{3}{1\frac{1}{2}-\frac{1}{3}}}.$$

12 5. A is selling oranges at £·04375 per dozen, and B is selling eggs at ·1875s. for three: how many oranges should B get from A as a fair exchange for 42 eggs? If 7 of the eggs are bad, and only 32 of the oranges are good, who has the best of the bargain, and by how much?

12 6. Find, by Practice, the interest on £5,367 10s., at £3 7s. 10¼d. per cent. per annum.

10 7. A bankrupt's estate amounts to £455 1s. 6¾d., and his debts to £937 10s. What can he pay in the pound? What will a creditor lose on a debt of £114?

10 8. If 5 horses need as much corn as 8 ponies, and 15 quarters last 12 ponies for 64 days, how long may 25 horses be kept for £41 5s., when corn is 22s. a quarter?

10 9. In how many years will £230 15s. amount to £305 14s. 10½d., at 2½ per cent. per annum, simple interest?—[*Work by decimals.*]

12 10. What principal will produce £1,000 interest, in 3 years, at 4 per cent. per annum, compound interest?—[*Work by decimals.*]

14 11. Find the discount on a bill for £375 14s., drawn December 4 at 5 months, and discounted February 23, at 10 per cent. per annum. From this example show that the difference between the interest and the true discount is the interest on the discount.—[*Work by decimals.*]

Maximum Marks.

12. (*a*) Show that $\sqrt{2}$ lies between $\frac{7}{5}$ and $\frac{17}{12}$. 10

(*b*) Find the hypothenuse of a right-angled triangle, of which the other sides are 4ft. and 1ft. 8in., correct to four places of decimals.

13. (*a*) If the diameter of a circle is 40 feet, what is the length of an arc of 25° 30′ of its circumference? 13

(*b*) Find the angle contained by the hands of a watch at 30 minutes past 5 o'clock.

14. (*a*) Show that a square is half the area of the square on its diagonal. Then make a figure to illustrate the proposition, and show by it that your proof is correct. 14

(*b*) Show that, perimeters being equal, a square is greater than any other parallelogram, and less than a circle.

TOTAL 150

ENGLISH GRAMMAR AND COMPOSITION.

20th December—9·30 *to* 12·30.

1. What is accidence? Which of the parts of speech have accidence? What accidence have these parts of speech, severally? How are the following formed:—The passive voice, the progressive form of the verb, the pluperfect tense, the plural number? Decline—He, who, baby, child, and woman. 20

2. What is syntax? How are the rules of syntax arrived at? What are the rules for—The verb and its subject, the government of the objective case, apposition, and the infinitive mood? What is the usual order of words in a sentence? Show that it is advantageous to depart from that order sometimes. 25

3. What is parsing? What is the use of parsing? Parse each word in the sentence— 25

So may I, blind Fortune leading me,
Miss that which one unworthier may attain.

Why are So, I, Fortune, and Miss, in these lines spelled with capitals? What adjectives are compared by adding *er* and *est*? If *unworthier* is permissible, why not *beautifuller*?

4. Analyse the following sentence so as to show (*a*) the relation of the clauses, and (*b*) a detailed analysis of each clause:— 25

A faint but solemn smile passed over the features of the old man, as he answered, "Your grandfather would have said that when the enemy was nigh a soldier could do no better than obey."

5. (*a*) Give the roots of the words of Latin origin in the following passage:—As long as ocean exists there must be disintegration, dilapidation, change: and should the time ever arrive when the elevatory agencies, motionless and chill, shall sleep within their profound depths to awake no more, and should the sea still continue to impel its currents and to roll its waves, every continent and island would at length disappear, and again, as of old, when "the fountains of the great deep were broken up," "a shoreless ocean tumble round the globe." 30

(*b*) Convey the exact sense of the following passage in simpler language, avoiding, as far as possible, the use of any words of Latin origin:—Whoever was acquainted with him would probably be solicited for small pecuniary contributions, which the frequency of the request made in time considerable; and he was for this reason rapidly avoided by those who were become sufficiently familiar to be acquainted with his necessities; but his vagrant manner of life and constant appearance at establishments of public resort, invariably procured for him a recurring succession of patrons, whose generosity had not been exhausted by repeated requests; so that he was infrequently absolutely without resources, but possessed in his direst exigencies this comfort, that he invariably imagined himself sure of immediate relief.

6. Improve the following sentences, and give reasons for the alterations you make:— 15

- (i.) Miss Robertson officiated at the piano with her customary skill; but the want of string instruments for the incidental music was much missed.
- (ii.) I give all rumours on the subject, because it may not be judicious to pass them by unnoticed, though I do so with reserve.
- (iii.) He seldom took up the Bible, which he frequently did, without shedding tears.
- (iv.) "The public authorities ought to find work for those who want work, or relief for those who cannot."

TOTAL 150

Price 4s. 4d.]

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